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# PUBLIC · EDUCATION

· PENNSYLVANIA ·



Monthly Bulletin  
DEPARTMENT OF PUBLIC INSTRUCTION  
Commonwealth of Pennsylvania



GREETINGS!

# PUBLIC • EDUCATION



## Pennsylvania Public Education

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## ANTICIPATING ANNIVERSARIES

JANUARY, 1939

- 1 New Year's Day.
- 1 Paul Revere, 1735-1818. American patriot, soldier, and silversmith.
- 3 Marcus Tullius Cicero, 106-43 B. C. Roman orator and statesman.
- 6 Joan D'Arc, 1412-1431. French national heroine. Maid of Orleans.
- 7 Millard Fillmore, 1800-1874. Thirteenth President of the United States.
- 11 Alexander Hamilton, 1757-1804. Statesman, financier, editor, First Secretary of Treasury. "His contribution to the constructive policies of the Government was unexcelled by that of any other person." Elected to the Hall of Fame in 1915.
- 11 William James, 1842-1910. Philosopher and Psychologist.
- 12 John Hancock, 1737 - 1793. American patriot and statesman.
- 12 Johann Pestalozzi, 1746-1827. Educational reformer.
- 13 Stephen C. Foster died 1864. A commemoration service sponsored by the Civic Club of Allegheny County is held annually in the Allegheny Cemetery.
- 14 Matthew Fontaine Maury, 1806-1873. Scientist; called the "Pathfinder of the Seas." Established United States Naval Academy and Weather Bureau. Elected to the Hall of Fame in 1930.
- 17 Thrift Week Begins
- 17 Benjamin Franklin, 1706-1790. Statesman, author, philosopher, printer, editor, scientist, and public speaker. Signer of the Declaration of Independence and Constitution of United States. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building, at Harrisburg. Elected to the Hall of Fame in 1900.
- 18 Daniel Webster, 1782-1852. Statesman, lawyer, orator. Elected to the Hall of Fame in 1900.
- 19 Robert E. Lee, 1807-1870. Commander-in-Chief of Confederate Army; President of Washington College (now called Washington and Jefferson University). Elected to the Hall of Fame in 1900.
- 19 Edgar Allan Poe, 1809-1849. Poet. Elected to the Hall of Fame in 1910.
- 25 Robert Burns, 1759-1796. Scottish poet.
- 29 William McKinley, 1843-1901. Twenty-fifth President of the United States.
- 30 Child Labor Day (celebrated in the schools on this date).
- 30 Franklin Delano Roosevelt, 1882. Thirty-second President of the United States.
- 31 Anthony Benezet, 1713-1784. Quaker, philanthropist, author on peace and temperance, and teacher. Enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building, at Harrisburg.
- 29 Child Labor Day. An important educational anniversary and is observed in public schools and other social institutions interested in the guidance of children and youth.



"Snail Water Wheel" of an Older Day



Costume of 1780



# EXECUTIVE OFFICE

**LESTER K. ADE, Ph.D., Litt.D., L.H.D., LL.D.**  
*Superintendent of Public Instruction*

**CLARENCE E. ACKLEY, M.A., Ph.D.**  
*Deputy Superintendent of Public Instruction*



## The Technical Institute in Contemporary Education

(Abstracts from the address of Dr. Lester K. Ade, Superintendent of Public Instruction, at the opening of the Hershey Junior College, Little Theatre, Hershey, Pennsylvania.)

### Growth of the Junior College Movement

It is clear from the growth of the junior college that it is filling a community need, however inadequately it is being done, on a nationwide basis. Five hundred and fifty-three junior colleges with 136,623 students enrolled are now recognized under this caption in the United States by the American Association of Junior Colleges. Of this number, 244 are public colleges with an enrollment of 93,578, and 309 are private colleges with 43,045 enrolled.

### Purposes of the Junior College

The purposes of the junior college as a part of the secondary education must be considered as threefold: the college preparatory function, terminal general education, and business and technical institute education. To attain these objectives the independent junior college can play a leading role just as the private academy led the way for the comprehensive public secondary school.

### Public School Buildings May Be Used

The Department of Public Instruction has, through an amendment to the School Laws anticipated the establishment of these institutions and now authorizes school directors to lease any part of their respective school building and equipment and premises to any university or college of the Commonwealth which shall be approved by the State Council of Education for the purpose of conducting and maintaining therein university or collegiate courses.

### College Opportunities for More Young Folks

The main purpose of upper secondary education in our population centers seems to be to bring college facilities to a larger group of young men and women who will remain at home during the first two years of college work, and to decentralize the work of the lower years by having smaller units in communities where college freshmen and sophomore classes are offered. Unless the opportunities for college work are increased and more widely distributed, college education will be put on a basis of economic competition favoring the wealthy.

### Terminal General Education

The opportunity is here presented for meeting new demands; the opportunity for analyzing the life needs of young people and adults. Broad areas of information may now be considered for study, such as how to spend and invest money, how to recognize values in buying, how to analyze the pros and cons of insurance—life and other forms, how to appreciate good books and artistic productions, how to meet civic responsibilities such as city planning and community activities, how to conserve health and enjoy recreation, how to approach complicated social, economic, and political problems, and where to get accurate information concerning them.

(Continued on page 22, column 1)

## Educational Gains Consolidated for General Welfare

In a very real sense, the educational legislation enacted by the 1937 Session of the General Assembly may be designated as welfare legislation. If we are to think of this legislation in these terms, we can classify it under three different categories:

1. Legislation Pertaining to the Welfare of Teachers.
2. Legislation Pertaining to the Welfare of Pupils.
3. Legislation Pertaining to the Welfare of Patrons and the General Public.

### 1. Welfare of Teachers

Contributing to teacher welfare, we may list those measures which first of all provide economic security for teachers through the Tenure Law, through the enactments which restore teachers to their former classifications, and those which require local school officials to regard payroll obligations as preferential claims against the funds of the school district. To these should be added the move to obtain increased salaries for teachers in the districts of the fourth class and the legislation which makes it possible for teachers who have rendered years of service to the Commonwealth to enjoy the benefits of sabbatical leave for the purpose of restoring their health, improving their outlook, or increasing their education preparation.

### 2. Welfare of Pupils

The welfare of the pupils has been specifically cared for in measures providing audiometric tests to determine hearing defects, enactment making it possible to extend and assure medical inspection in all districts of the fourth class in the Commonwealth, and numerous measures which provide additional convenience and safety to pupils attending the public schools. Two different acts specifically prescribe that the vehicles in which pupils shall hereafter be transported, shall meet rigid standards of safety. Other enactments provide larger appropriations by the Commonwealth for the purpose of providing transportation for children who have heretofore been denied such benefits, notwithstanding the great difficulty which they have experienced in the past.

Likewise, in order that the various districts might be better able to provide instruction when the district itself is not able to establish and maintain proper facilities, additional appropriations have been made for the purpose of paying tuition. To these specific benefits looking to the welfare of the pupils should be added the requirements that the school year shall be made longer in all the districts of the Commonwealth which have heretofore provided less than 180 days. Enumeration of school children, and especially the enumeration of illiterates and aliens, and the recording of specific information with regard to handicapped children to whom additional benefits should be extended, are other forms of educational welfare that have been made available. Moreover, specific provisions for special supervisors of education in all the counties of the Com-

(Continued on page 22, column 3)

## Half-Million Pupils in Pennsylvania Practice Thrift in School Savings Accounts

**"Work, Earn, Save, Spend," Slogan of Nation-wide Movement**

"Work, Earn, Save, Spend," is the slogan which suggests the spirit of the thrift movement sponsored in the schools of the Commonwealth to encourage pupils to acquire the habit of systematic saving. The success of the movement may be estimated from the fact that in Pennsylvania last year approximately a half-million pupils in some 1,200 schools attained amassed deposits of \$2,753,830.63. In the United States at large, over 2,800,000 pupils in 9,000 schools had brought their total deposits to the impressive figure of \$14,258,000.

### More Pupils Urged to Participate

Although the past five years have witnessed a widespread increase in school savings, those now participating constitute only one-tenth of the school population of America. In Pennsylvania, figures indicate that almost one-fourth of the school population is taking part in this practical thrift activity. It is likely that thousands of other children would profit educationally by joining the savings group. Accordingly, teachers and parents are encouraged to urge non-participating pupils to join the movement.

### Widespread Interest in School Savings

Widespread interest in thrift education through school savings is everywhere evident in newspapers, radio, motion pictures, and other social agencies that frequently sponsor programs which promote this desirable project. By depicting the importance of overcoming wastefulness and lack of industry, these agencies remind both adults and children that attention should be given to saving a part of their earnings for use at a future time. Thus, the savings idea is widely popularized in Pennsylvania and throughout the nation.

### A Part of the School Program

In consequence of the renewed interest, a committee of the Savings Division was appointed in the fall of 1936 to make a study of school savings in order to devise ways and means for making it more popular, less expensive to operate, and of a content which would prove of advantage to children in developing a knowledge of the meaning and use of money. Under the direction of this committee, a School Savings Forum, the first of its kind, was held in New York, in March, 1937, and repeated in March, 1938. Copies of the proceedings of these meetings are available.

Thrift education in the classroom begins in the primary grades. Fundamentally, the great value of teaching thrift in the schools lies in the fact that the youthful mind is impressionable, and habits acquired during the formative period usually continue through life. The thrift program plays a large part in helping the child to become a self-reliant, self-support-

(Continued on page 23, column 3)

## EXECUTIVE OFFICE—Continued

### NEW SCHOOL SUPERINTENDENT FOR COLUMBIA COUNTY

Mr. Ray M. Cole, of Bloomsburg, has been appointed as the new Superintendent of Schools for Columbia County. Mr. Cole succeeds William Evans, who recently died, after serving in that office since 1902. In this appointment the State Superintendent acted in accordance with the unanimous recommendation of the County Board of School Directors of Columbia County, who proposed Mr. Cole as the successor to Mr. Evans.

Mr. Cole was born in Orangeville, Pennsylvania, and attended the elementary and secondary schools of that place. In 1911 he entered the Bloomsburg State Normal School and completed the work for a diploma entitling him to teach in Pennsylvania. From 1916 to 1920 he studied vocational agriculture education at Pennsylvania State College. Six years later he returned to that college to take advanced work in the field of education and sociology. Mr. Cole was granted the Master of Science degree in 1927. Since that time he has attended several summer sessions at the Pennsylvania State College and New York University in New York City to take work leading to the Ph. D. degree.

The professional career of Mr. Cole began when he accepted a position as elementary teacher in Center Township of Columbia County, in 1912. He also served for two years as elementary teacher in Warren County and two years as teacher and principal in the secondary schools of Orangeville in Columbia County, and Irwin in Westmoreland County. Since 1921 he has been supervisor of vocational agriculture in Columbia County and where his work was closely associated with the office of the County Superintendent.

### EMPHASIS ON INTELLIGENCE

The function of the new school is to develop individual intelligence to its optimum condition. This does not mean maximum condition. We are too prone to use pressure and coercion and competition in the process. Intelligence should be developed to its best state in view of the existing circumstances of the individual. The essentials of life are the same as always. Our mountains are as grand, our valleys are as beautiful, our lakes and streams as inviting, our flowers as colorful, and our grass as green as ever. The human heart is as warm now as it was in any past age. Affection and love are still with us in the same degree as always. We need only to develop an intelligence to use these elements to our own edification.

#### Stimulation of Desire to Learn

Education is not something to be gotten, labeled, and certified. It is the proper stimulation of a desire to learn, a readiness to seek our own answers, to discover the solution to our own problems. It is the habit of success. Our children and youth under this conception of education should go to schools where no one fails.

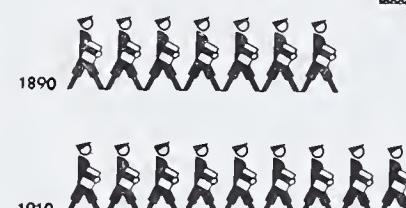
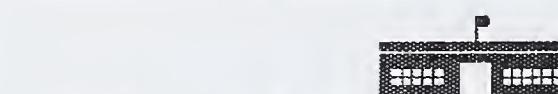
#### Needs and Interests of Learner Recognized

Education should be based on actual needs of children and youth. How many of us, for example, require the use of quadratic equations in the course of our lives? The number of students required to study quadratic equations should be more or less in proportion to the number who will need this function in their careers. Similarly, with other materials and techniques in our program of learning, they should be selected and pursued on the basis of their use in living.

### CAN THE PUBLIC SCHOOL KEEP PACE?

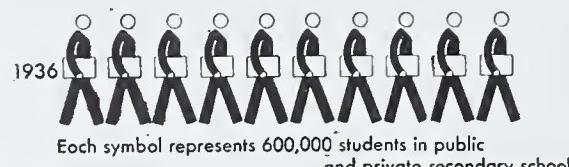
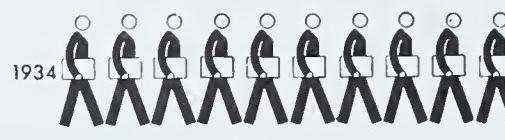
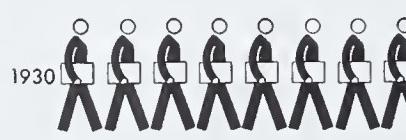
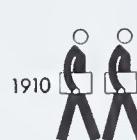
How the public school has strained to meet the changing needs of society may be witnessed from such facts as the following: In 1890, only one and four-tenths per cent of eligible children attended school. In 1935, this percentage had increased to seventy-three per cent. From 1890 to 1935, the population of America increased from 63,000,000 to 128,000,000—an increase of a little more than 100 per cent; but the enrollment in our secondary schools grew from 250,000 to more than 6,000,000, which represents an increase of 855 per cent. Again, in 1890, some nine fields of learning were represented in the public schools; in 1935, more than 250 distinct courses were available to the pupils.

#### ELEMENTARY EDUCATION ENROLMENT



Each symbol represents 2 million pupils in public and private elementary schools

#### SECONDARY SCHOOL ENROLLMENT



PICTORIAL STATISTICS, INC.

### What Education Costs in Pennsylvania

The assessed valuation of taxable property in Pennsylvania for 1935-1936 was \$5,209 per pupil. The revenue made available and expended for public schools for 1935-36, totaled \$138,280,781. Of this amount, seventy-six and two-tenths per cent came from local sources, twenty-three and four-tenths per cent from State appropriations, and four-tenths per cent from Federal appropriations. This means that school districts received less than one-fourth of their current expenses from State and Federal appropriations (twenty-three and eight-tenths per cent).

#### More Spent for Luxuries Than for Education

The total annually spent for luxuries, such as tobacco, cosmetics, amusements, candies, and chewing gum, is greater than that expended for education.

**\$79.03 Per Pupil Per Year**

During 1935-1936, the current expense per pupil in average daily attendance in Pennsylvania was \$79.03. This is exclusive of the cost of operating the Department of Public Instruction, salaries of the county superintendents and their assistants, and the salaries and expenses of the county supervisors of homemaking and agricultural education.

#### One-fifth of Funds Go for Debt Services

In addition to this amount, approximately \$4.59 per pupil was expended for interest on various types of indebtedness. Payment to sinking funds and redemption of bonds took \$9.84. Debt service expenditures were approximately one-fifth of total expenditures.

#### State Appropriations

The General Assembly appropriated for education for the 1937-1939 biennium \$89,882,177. This represents approximately twenty-seven per cent of all the general fund appropriations, as compared with fifty-three per cent in 1925-1927.

Of the amount appropriated for the 1937-1939 biennium \$66,623,000 was for subsidies to local school districts.

#### Find the Facts

The first step in revising the financial structure for education in Pennsylvania is to secure a complete statement of the facts. The present inequality of assessments engenders dissatisfaction within two groups. First, the under-assessed are natural tax evaders and, therefore, unwilling taxpayers. The over-assessed are chafed by the unfairness of bearing tax burdens which are not shared by the under-assessed group; hence, these, too, are unwilling taxpayers.

The information that is most needed at present is the discovery of those citizens whose taxes are not being paid. Surveys have been made recently which have revealed exactly the individuals who are not sharing in the civic support of their communities. Likewise, exemptions should be investigated. The two common reasons for exemption, namely, property dedicated to public or religious service, and poverty of taxpayers, open the way to a considerable amount of misrepresentation and inequity.

*(Continued on page 3, column 1)*

## EXECUTIVE OFFICE—Continued

### What Education Costs in Pennsylvania

(Continued from page 2, column 3)

#### Create an Independent Tax Commission

The solution to all of this would be an independent tax commission, which would supervise the levy and collection of taxes over a state-wide or nation-wide area. When laying and collecting taxes is everybody's business, it is by the same token nobody's business. An independent organization would equalize these two processes—levying and collecting the taxes.

#### Ratio of Local, State, and Federal Participation

The question of the proper ratio of taxation to be shared by the local, State, and national governments, respectively, is one that is difficult to answer. The general trend today, however, is toward the wider tax base. The fact that education has been regarded as a local function has restricted the tax base not only in Pennsylvania but in the nation at large. We are gradually coming to the realization that education is a State function and it should follow that taxation in support of public education should, therefore, be on a state-wide basis. On the same principle that the State assesses the local district in financing whatever margin of its school program it cannot support, the Federal Government should stand ready to finance such margins of state-wide programs as cannot be financed by that unit.

In 1935, Pennsylvania's tax bill comprised the following items:

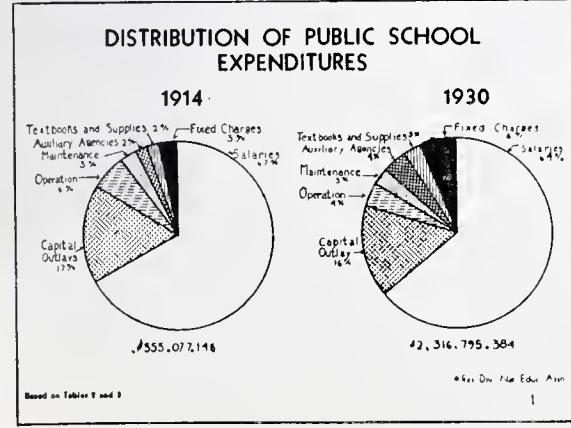
Local tax collections .....	\$302,000,000
State tax collections .....	175,000,000
Federal tax collections .....	309,000,000
Total.....	\$750,000,000

It is unfortunate that we distinguish between elementary and secondary schools in allocating finances. It is, likewise, unfortunate that we distinguish between districts in their expenditures for education. No area should be handicapped by our tax system; nor should any area be favored by our tax system. Public subsidies should be distributed under such a plan as not to hamper any worthy program; and in such a way as to keep the system fully flexible and adaptable.

In view of the social and educational implications of the tax system of Pennsylvania, we would do well to reflect upon Benjamin Franklin's classic remark: "We are more heavily taxed by our idleness, pride, and folly, than by our government."



**Assembly Programs Engender a High Morale Among the Youth of the Public Schools**



**Pupils Ride in Safe and Comfortable Buses to Modern School Buildings That Are Cheerful and Well Adapted to the Learning Activities of the Day**



# ADMINISTRATION and FINANCE

**DONALD P. DAVIS, M.A., Ph.D.**  
Director, Bureau Administration and Finance

**CARL D. MORNEWICK, M.S., Ph.D.**  
Assistant Director, Bureau Administration and Finance



## Educational Program Adapted to Needs of Youth Sought Through Reorganization of Districts

In the improvement of school building facilities and the extension of an educational program through the use of these funds, the local authorities should give full consideration to the enclosed statement of policy in determining future secondary school attendance areas and school-units as required by Act 157. General Assembly, May 13, 1937.

On account of economic and social conditions, society has found it expedient to keep youth out of certain productive industries until the ages of eighteen to twenty-one. Moreover, the higher requirements for admission to the professions and to nearly all occupations have made it desirable for society to place greater emphasis on education as a preparation for employment.

### An Attack on Idleness

It has been found that idleness is one of the greatest contributing factors in delinquency and crime. The annual cost of crime in the United States is estimated to be more than fifteen billion dollars, while the annual cost of education is approximately two and one-half billion dollars. As a consequence, it seems evident that it is less expensive and more constructive to provide youth with a program of education adapted to its needs than to permit idleness. A program of education appropriate to the needs of youth in Pennsylvania must be provided through its secondary schools.

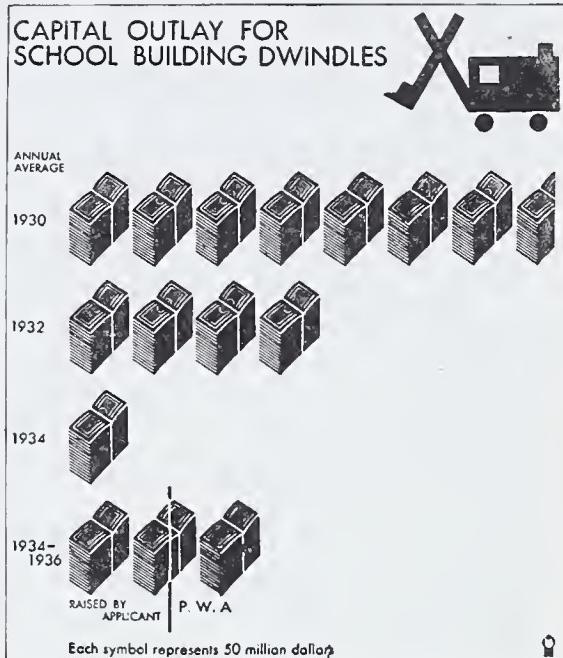
### Diversified School Facilities Necessary

Secondary education adapted to the needs of youth requires adequate and well-managed libraries, laboratories, and shops, in addition to a teaching staff competent to direct the general and special learning activities of pupils. Such requirements are economically possible and justifiable only when the school plant and its equipment approach continuous use throughout the school day and year. This demands a larger enrolment per school-unit than appeared necessary for the efficient and economical operation of the restricted educational program of the past. In many communities, therefore, a more extensive attendance area is necessary if larger school-units are to be developed.

### Criteria Proposed

The criteria proposed herein for determining more satisfactory secondary school attendance areas have been developed to assist school superintendents and county boards of school directors in establishing such areas. These include the needs of youth, a comprehensive program, a minimum sized school unit, a county plan, and the function of the county board of school directors.

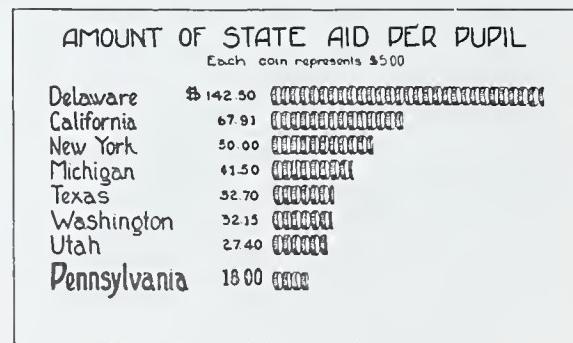
Every senior high school (grades X-XII) should provide an educational program which includes instruction in music, art, guidance,



School Building Construction Coming Back

Purpose	Per Capita Cost per Pupil to Average Daily Attendance Dollars								
	0	10	20	30	40	50	60	70	80
General control	\$ 3.02								
Instruction	54.46								
Operation	7.57								
Maintenance	2.89								
Auxiliary agencies	4.40								
Fixed charges	1.96								
Total current expenses	74.30								
Capital outlay	7.68								
Interest	5.96								

Current Expenses Exceed Capital Outlay



Pictorial Statistics, Inc.  
Some States Pay Over Half of Cost of Public Education

## THE NEED OF A NEW BASIS FOR THE DISTRIBUTION OF STATE SCHOOL SUBSIDIES

### Assumption as to Ability to Pay for Education

The need of a new basis for the distribution of State school subsidies is evident on every hand. When the law was enacted whereby school districts would receive reimbursement on account of teachers' salaries, it was assumed that districts of the first class had the greatest ability to finance education through local taxation. They were allowed only a twenty-five per cent reimbursement from the Commonwealth. It was likewise assumed that districts of the second class and third class enjoyed equal ability to finance their programs through local resources, but a lesser ability than districts of the first class. Accordingly, the law allowed them a thirty-five per cent reimbursement on the minimum salaries of teachers. It was assumed at that time also that districts of the fourth class were least able to finance their school programs locally, and, accordingly, were allowed a fifty per cent reimbursement on salaries of teachers. While these assumptions were in reality inaccurate, yet there was a still more fallacious assumption to the effect that all districts within a given class were equally able to finance their school programs.

### In Districts of the First Class

Subsequent studies of the relative abilities of school districts to pay for public education reveal almost unimaginable inequalities. These are not so obvious in the two school districts of the first class. The following table indicates the amount of assessed valuation of property per teacher in these two districts, each of which receives \$300 a year from the State on account of teacher salaries:

District	True Property Valuation per Teacher	Rate of Appropriation per Teacher	State Teacher
First Class Philadelphia .....	\$439,000.00	25%	\$300.00
Pittsburgh .....	355,000.00	25%	300.00

### Districts of the Second Class

In the twenty districts of the second class, the wider range of financial abilities of districts receiving the same amount of assistance from the State is more obvious:

District	True Property Valuation per Teacher	Rate of Appropriation per Teacher	State Teacher
Second Class Williamsport .....	\$137,000.00	35%	\$350.00
Lower Merion .....	541,000.00	35%	350.00

### In Districts of the Third Class

In districts of the third class, as in all other class districts, there are three rates of appropriation on account of teacher salaries. These rates are based on the range of property valuations per teacher. The districts are, accordingly, grouped in appropriation classes of thirty-five, sixty, and seventy-five per cent. The highest appropriation rate is, of course, applicable to districts with the lowest property valuations. But, even within these differential groups, there is a wide range of ability to support education.

(Continued on page 5, column 1)

(Continued on page 23, column 2)

## ADMINISTRATION AND FINANCE—Continued

### THE NEED OF A NEW BASIS FOR THE DISTRIBUTION OF STATE SCHOOL SUBSIDIES

(Continued from page 4, column 3)

The following data show that while the most able districts have many times the resources for the support of education possessed by the least able district, they are given the same amount of reimbursement from the State. The districts should be compared in three pairs:

District	True Property Valuation per Teacher	Rate of Appropriation per Teacher	State Appropriation per Teacher
<b>Third Class</b>			
Derry Twp., Dauphin Co.	\$101,000.00	35%	\$350.00
Radnor Twp., Delaware Co.	716,000.00	35%	350.00
Archbald, Lackawanna Co.	53,000.00	60%	600.00
DuBois	99,000.00	60%	600.00
Old Forge, Lackawanna Co.	30,000.00	75%	750.00
Dickson City, Lackawanna Co.	49,000.00	75%	750.00

#### In Districts of the Fourth Class

Districts of the fourth class, like the above, are reimbursed at three different rates according to the amount of property value per teacher. But again, there are wide differences within the districts of a given appropriation rate with respect to property value per teacher.

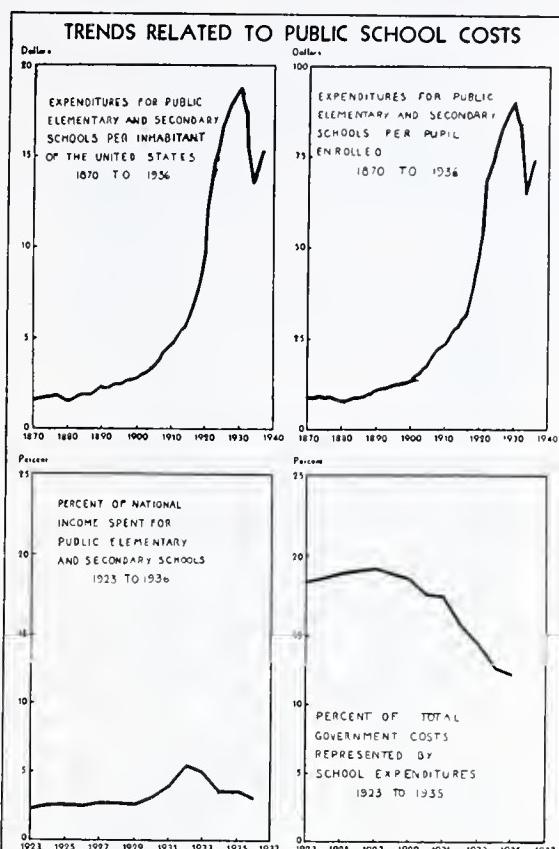
For example, it will be noted in the figures which follow that in fourth-class districts of the fifty per cent rate group the amount of true valuation ranges from \$100,233 in the least able district, to almost \$2,500,000 in the most able district. Thus, the richest district has twenty-four times the ability to support schools as the poorest district of this group, yet each receives exactly the same rate of aid from the State on account of teachers' salaries. These districts should be compared in three pairs:

District	True Property Valuation per Teacher	Rate of Appropriation per Teacher	State Appropriation per Teacher
<b>Fourth Class</b>			
Lackawaxen Twp., Pike Co.	\$100,233.00	50%	\$450.00
Rahn Twp., Schuylkill Co.	2,422,000.00	50%	450.00
Unionville Boro, Centre Co.	50,000.00	60%	540.00
Bridgeville, Allegheny Co.	99,000.00	60%	540.00
Barkley Twp., Bradford Co.	2,000.00	75%	600.00
E. Conemaugh Boro, Cambria Co.	49,000.00	75%	600.00

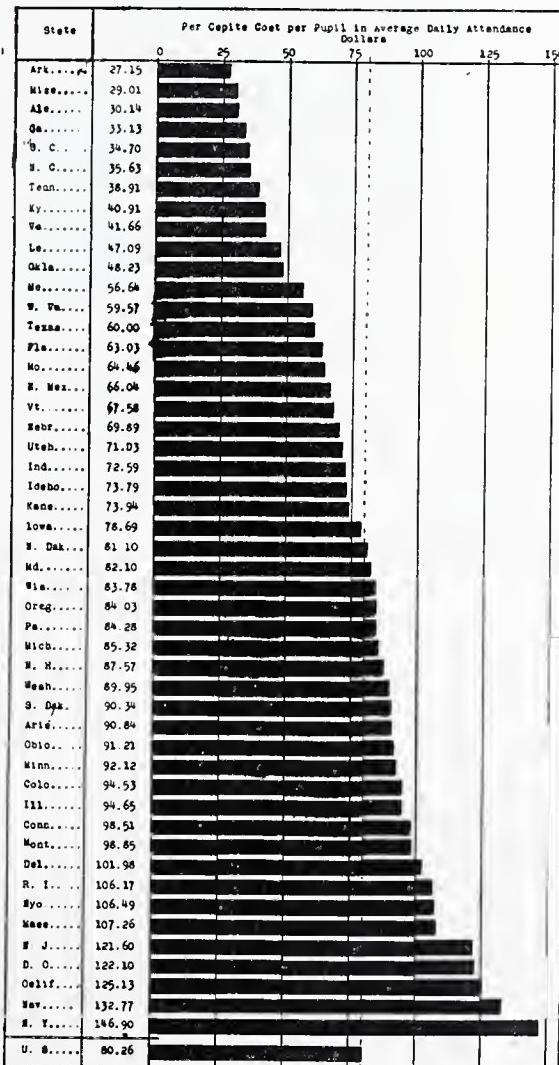
#### Assessments Are Arbitrary Appraisals

Again, let us examine the factors used in determining the ability of districts. These include the assessed valuation of property, the percentage that the assessed valuation is of the true valuation, and the number of teachers employed. The factor of number of teachers may be used by the more able districts to gain an unfair advantage of State appropriations. The factor of assessed valuation may, likewise, be used inequitably. In the first place, assessments are often more or less arbitrary appraisals of value by local assessors. In the second place, even where scientific appraisals are attempted, they are made by assessors who lack the essential qualifications for doing the work. In the third place, in many districts, unfair influence is brought to bear to have small homes highly assessed, and industrial plants, business blocks, and large homes assessed at a lower rate. In the fourth place, there is a notable variation in the assessment procedures and rates between districts within a given county, as well as between various counties as a whole.

(Continued on page 23, column 1)



—U. S. 1935-1936.



\$84 Per Pupil Spent in Pennsylvania for Current Expenses 1935-1936

### School Building Needs of the Nation

DR. HUBERT C. EICHER  
Chief, School Plant Division

School housing is vitally important from an educational and social, as well as from a constructional standpoint. A school building program can be the lever by means of which a school system may be reorganized along modern, progressive lines.

#### New Bulletin

The United States Office of Education has recently issued a publication of some sixty pages entitled, "The School Building Situation and Needs."\* The first third of the brochure comprises a general statement of the school building situation, an exposition on school building construction, and an explanation of school building needs.

#### Topics Treated

Among the topics treated in this part of the pamphlet are the following: PWA Aid in School Building Construction; Need of Additional Funds for School Buildings; School Building Situations in Cities of Ten Thousand Population and Over; Number and Costs of New Buildings and Additions for Schools of Various Types; Thirty-Nine Per Cent of City School Buildings Are Over Thirty Years Old; Estimated Cost of Needed School Building Construction, and Status of Buildings in Under Ten Thousand Population.

#### Tables and Charts

The remainder of the text presents sixteen tables and four charts, revealing in a graphic manner the present status of public school buildings in America. Through these tables and charts the reader is led to certain inevitable conclusions.

#### Conclusions and Recommendations

The following conclusions reveal in brief form the current school building situation and needs:

1. Thousands of school children are still housed in one-teacher schools. There are 132,000 one-teacher schools in the United States. A school building program makes possible the elimination of these small schools and the reorganization of many small schools into larger administrative units.

2. If the children of today in elementary and secondary schools are to be equipped to meet the conditions of modern life and deal with them intelligently, it is necessary for the school to provide the facilities needed for a modern curriculum, i. e., science laboratories, libraries, art rooms, music rooms, commercial rooms, gymnasiums, auditoriums, etc. The average school building of thirty years ago did not have these facilities. Yet the present study revealed that over thirty-nine per cent of the school buildings in 506 cities of 10,000 population and over are more than thirty years old.

3. The school must now provide not only for children in elementary and secondary schools, but also for the thousands of boys and girls of eighteen to twenty-one years of age who are neither in colleges or universities nor at work. Technological changes in industry are going to increase rather than decrease the numbers in this group who must be taken care of by the schools. The curriculum will have to be changed to meet the needs of these young people. This means that school buildings will have to be altered and equipped to meet these needs.

(Continued on page 23, column 3)



# Teacher Education and Certification

HENRY KLOOWER, M.A., PED.D.  
Director, Teacher Education and Certification

HARRY L. KRINER, M.A., ED.D.  
Assistant Director, Teacher Education and Certification



## Fundamentals of the New Professional Schools for Teachers

### Function

The place of the teachers college in the general field of education is relatively easy to define. These professional institutions teach a practical philosophy of education; they emphasize the vocational phase of higher learning; they are closely identified with the common schools of the State; they translate social changes into practical realities both in the schools and in the Nation; they take from the classical what is good for the education of teachers and democratize it; they exercise a leadership in educational legislation; they keep in close touch with teachers in service, and they adapt their program of instruction to changing social needs. These institutions are dedicated not alone to the function of imparting culture to their candidates, but more specifically to the development of a science of education and the application of it to the work of the public schools by preparing competent cultured instructors. The paramount purpose of the professional school lies in the obligation imposed upon teachers to secure in the young the formation of right habits, right motives, right attitudes, and those qualities of personality essential to happy living in the modern world.

### Problems

However clear the function of teachers colleges may be, these institutions are not free from difficulties. Poorly conceived curricula result in appreciable waste in the professional education of teachers. Failure on the part of faculties to exemplify the principles they teach to candidates, is another obstacle to the fullest efficiency of these institutions. The indefiniteness of the relation between strictly professional education on the one hand and general culture on the other, constitutes a third problem of the modern professional school.

It is as important for the teachers college to be alert to new types of service and to adapt its program to changing needs, as for the arts college to evaluate its services. Open-mindedness is the prime criterion of a progressive professional institution.

### Underlying Principles

The principles underlying the new professional schools are as follows: First, the student's approach to his college work should be made through the particular abilities, interests, and purposes which he has discovered and demonstrated in preparatory school; second, these motivating elements should be the center around which he should proceed to build, under guidance, his own curriculum; and third, his college education, following the lines of expanding interest and enlarging purpose, should culminate in a broad cultural outlook. These principles constitute the elements of an educational philosophy for the college, and point the way to the establishment of a distinctive educational institution.

### Areas of Emphasis

The five fields around which the modern teachers college program of activities and experiences is built are:

1. Culture
  - a. Language and literature, natural sciences, mathematics, and fine arts.
  - b. Give the student actual experiences with cultural realities.
2. Human Relationships
  - a. Social adjustment, social sciences, health, recreation, practical arts, and family life. A dynamic social program, stressing politeness, gentle manners, and other graces.
  - b. Educate the student for leadership through wholesome, intelligent, and active participation in social, political, and economic life.
3. Professional Scholarship
  - a. Professionalize materials of learning.
  - b. Give the student through-service courses and otherwise adequate professionalized materials of instruction with wide margins on all sides.
4. Professional Technique
  - a. Laboratory school experience in teaching—demonstration, participation, student teaching and experimental teaching resulting in a rational integration of theory and practice; also psychology, measurements, and like activities.
  - b. Give the student emotional stability, skill, and confidence through purposeful, creative, and cooperative experiences in the laboratory schools.
5. Philosophy of Education and of Life
  - a. Professional insight and outlook.
  - b. Give the student through-service courses in education and through experiences in an integrating seminar, an adequate philosophy of education and of life.

The foregoing activities and experiences are designed to produce a socially responsible teacher: (1) rich in culture, (2) mature in human relationships, (3) effective in use of materials of learning, (4) superior in technique of teaching, and (5) adequate in philosophy of education and of life.

### Lines of Future Progress

The remarkable growth in the development of colleges devoted exclusively to the preparation of teachers is paralleled by the growth in the concept of the teacher in the social structure of the Nation. Such trends as advancing entrance requirements, growth, and revision of curricula, cooperative student teacher arrangements, and the extension of the teacher education program to higher college levels, will not only continue, but will reach new and greater heights in the schools of tomorrow. The State Departments of Education, including our own, will likewise further coordinate the teacher education efforts of institutions of higher learning with a view to improving their effectiveness and better adapting them to new needs. Programs designed for the education of teachers in service will expand and become more liberal.

(Continued on page 21, column 1)

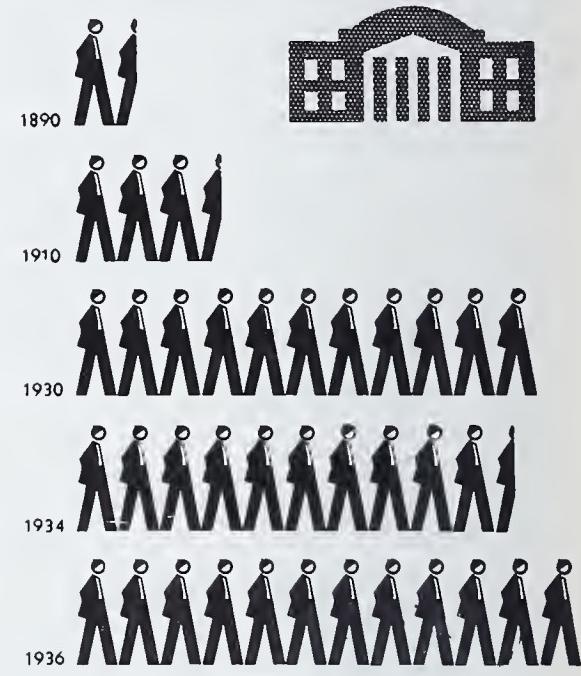
## AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Reorganization of the American Association of Junior Colleges, now in its nineteenth year, has just been effected in accordance with a plan proposed at the annual meeting held in Philadelphia in 1938.

The reorganization provides for a national headquarters in charge of an Executive Secretary, which was opened September 1, 1938, at 744 Jackson Place, Washington, D. C.

The establishment of a central executive and research office at Washington should have considerable influence in stimulating and guiding the future development of the junior college movement in all parts of the country. Through such an office it will be possible to render more effective assistance to junior colleges wherever located and to assist in the organization of new ones.

### HIGHER EDUCATION ENROLMENT



1,200,000 Attend College in U. S.

**It is imperative today that standards of training and ability be raised; that more and better students be secured for the teacher-training schools, and that the best service possible be obtained from the present teaching staff. The task of so administering salary schedules at this time that these desirable changes may be effected is one of the most difficult and, at the same time, most important problems facing school superintendents.**

—Edward S. Evenden

# TEACHER EDUCATION AND CERTIFICATION—Continued

## FACTORS REGARDED AS CHIEFLY RESPONSIBLE FOR SUCCESS AND FAILURE IN SUPERVISING FRESHMEN THROUGHOUT THE YEAR

### Factors to Which Success Is Attributed

- Personal interest in, and direct contact with students, and close co-operation on the part of the entire college staff
- A carefully planned, well-administered, centralized advisory system
- Competent freshmen teachers who are willing and able to personalize their instruction
- Classes small enough to make possible close supervision and frequent personal contacts
- Adequacy of the information obtained about each student
- An effective health service program
- Excellent orientation courses
- Provision for remedial work when needed
- Splendid cooperation on the part of parents
- A suitable testing program
- The separation of discipline from guidance
- Periodic check-up with students whose work is not strong
- The flexibility of the whole program of counseling and supervision
- The proctor system used in college dormitories
- An unusually effective placement bureau
- A rural location conducive to quiet and study
- A ban on all automobiles for students
- The complete absence of fraternities
- Helpful cooperation on the part of fraternities and sororities
- The separation of freshmen from upper class men

### A good admissions system

### Factors to Which Failure Is Attributed

- Faculty members assigned to freshman classes not as well educated and competent as they should be
- An inadequate, unsystematic, decentralized system for giving students advice and counsel
- Too little time and effort devoted to the counseling and supervision of freshmen
- Too many non-resident students—not fully under the control of college authorities
- Lack of knowledge about entering students
- Lack of material facilities, particularly dormitories or other suitable housing accommodations
- Lack of orientation courses
- Lack of provision for remedial work
- Need for a resident psychiatrist to handle problems of personality maladjustment
- Lack of vocational guidance
- Students' problems not discovered soon enough
- Too many large classes
- Too many freshmen doing outside work
- Lack of coordination of guidance activities



## The Teacher's Work Is Basic to American Democracy

The average pay of teachers in 1914 was cruelly below the average pay in other vocations calling for equal standards of education, character and personal outlay. The increase has not restored the parity.

The teacher's work is basic. Upon it rests the nation's future. As home and church decline in old-time authority, the school assumes new responsibility. It is not enough to rely for good teaching on bare pay patched out with intellectual and spiritual contacts.

The teacher's indispensable function must be lifted to the plane of economic as well as social justice.

—Seattle Post-Intelligencer

Common justice demands that income reductions should not be exacted from those least able to bear the loss. Teaching has always been an underpaid profession. Increases in teachers' salaries have always been accompanied by higher standards of preparation, requiring large investments of time and money in professional education. The quality of teaching largely determines the future of childhood. Teaching is already at an economic disadvantage; to increase that disadvantage is to strike the schools at their most vulnerable point and to weaken the one institution which can contribute most to the recovery of prosperity.

—National Education Association



Acquiring Ease and Skill in Conducting a Class



Teachers Become Adapted to the Social Amenities

## TEACHER PARTICIPATION

What pupil activity is in the school, teacher activity is in the profession. It is the basis of personal growth. By working at their problems teachers come to appreciate the larger significance of the school. They develop personality. They establish professional contacts. They develop leadership. They command the respect of other citizens. They help to improve the community. They help to pay the debt which everyone owes to the profession by which he makes his living. America is under great obligation to the pioneer teachers who have laid the foundations of our marvelous system of schools. Shall not the teachers of this generation through their cooperative efforts build upon the foundations which have been laid?

No conqueror can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.

—H. G. Wells



# INSTRUCTION

**PAUL L. CRESSMAN, B.S., Ed.D.**

*Director, Bureau of Instruction*

**WALTER B. JONES, M.A., Ph.D.**

*Assistant Director, Bureau of Instruction*

## Secondary Education

**H. FRANK HARE**

*Chief, Division of Secondary Education*

### How Present Legislation Is Functioning

#### Merging of Districts

The Act providing for the merging of school districts, at first thought to be favorable to secondary education, has been found to have serious limitations.

Merger standards do not take into account an acceptable secondary unit and its proper attendance area.

Fourth-class districts which merge into districts with sufficient population to become third-class districts suffer a decline in teacher reimbursement under the Edmonds law.

Districts which do not maintain a secondary school and which will benefit to the extent of thirty to sixty per cent in secondary school tuition reimbursement after 1939, are not likely to merge with districts maintaining a secondary school, and thus lose State subsidy for secondary school tuition.

On the other hand, many of the present districts which receive non-resident tuition pupils do not have sufficient building and other facilities to accommodate all secondary school pupils in their attendance areas. Since these districts cannot make any substantial charge on tuition to provide for capital outlay, many of them hesitate to provide building and other facilities, at their own expense, for the mere purpose of having a larger school, in spite of the fact that a larger organization would materially enrich the secondary curriculum in such districts.

#### Transportation Reimbursement

Two acts will materially increase the attendance in public secondary school. The first of these is the transportation reimbursement act, which becomes effective in 1939. This Act requires the transportation of all pupils of school age and attendance to both elementary and secondary schools. Many of our districts have already anticipated the benefits of this act, and are now transporting pupils at their own expense.

#### Extended Attendance Age

The second act affecting secondary school enrolment and attendance is the act extending the attendance age. The effect of this act will be to increase materially the attendance in many of our more populous districts. The full benefits of these acts in increasing secondary school attendance will not be realized by mere attendance but by the provision of the curriculum which satisfies the needs of the pupils who will be retained in school. The development of such curriculum is a function of the Department of Public Instruction. Present legislation is sufficient to enable the Department to discharge this function.

It should be pointed out that while these laws will materially increase the attendance in secondary schools for a few years, the decline in enrolment in elementary schools, apparent on every hand, will in a few years stabilize the number enrolled in secondary schools until

## What Value Physical Education

**DR. FRANK P. MAGUIRE**

*Chief, Division of Health and Physical Education*

Many teachers of physical education lament the fact that some school administrators do not appear to recognize nor appreciate the values of physical education. It is likely, however, that any school administrator would quickly recognize these values if they are made apparent to him. A physical education program that is merely an "exercise" program, a program of play, or one devoted to practicing skills used in "varsity" sports, hardly merits the enthusiastic interest of modern educational leaders.

#### Deeper Values of Physical Education

Psychologists state that physical education has great potentialities in character education, mental hygiene, and personality development and adjustment. Some school officials see potentialities in physical education as an excellent medium for guidance work. But these are not values, they are potentialities. Whether or not they become values is primarily in the hands of the teacher of physical education.

Physical education is valuable to the degree to which the activities in the program are used as ways and means of promoting wholesome development and growth within the individual student. The values of physical education are the desirable outcomes that are actually attained by the pupil. It is not valuable *per se*. The values have to be cultivated, perhaps even nurtured, and brought forth by the teacher.

#### The Province of the Teacher

The teacher with the proper educational background knows that physical education activities properly taught are a means of guiding the pupil through successive stages of development so that he increasingly gains not only more skill and strength, but more of the psychological and social characteristics and qualities essential to a well-rounded personality.

A physical education program conducted solely for the acquisition of skill, strength, and enjoyment is, at its best, not more than a partial program. It omits the more lofty purposes of physical education. A physical education teacher knows that some pupils enjoy "beating the rules;" and some pupils really enjoy anti-social behavior.

The values of physical education lie partly within the activity, but more abundantly in how it is taught. It is the supreme task of the teacher to select activities that can definitely yield desirable outcomes to the individual pupil, and so to teach an activity to this individual that he acquires not only the obvious, but the deeper values as well.

## Pennsylvania Artists

**Glass, Furniture, and Paintings Represented in Array of Diversified Creations**

**DR. C. VALENTINE KIRBY**

*Chief, Division of Art Education*

Pennsylvania has always held particular distinction in the arts. Her early builders, sculptors, and master craftsmen set enviable standards of beauty and skill. Art was indigenous. From the fireside and the modest shop there came exquisite examples of the textile art; of pottery and glass, and furniture and metal crafts. Her needs will best be met and provisions for the future guaranteed, as substantial foundations for art education are laid in the public schools of the Commonwealth.

#### A Sense for Beauty

One of the outstanding characteristics of Penn's experiment was the consideration for the finer and higher things in life. Dominant was the principle of religious toleration and practical provisions for education, just government, and wholesome living. The city plan of Philadelphia was an embodiment of art, with its beautiful and simple architecture, provisions for park system, trees, and landscaping. To Penn's colony came settlers with a practical art sense.

#### Artists in Glass

In response to the need for glass and household and personal utensils we find Casper Wistar in 1739, establishing a glass furnace in Philadelphia, and W. H. (Baron) Von Stiegel one in Manheim, Lancaster County, in 1765. It is well known that the product of the latter's furnace is prized today above all others. The demands of that earlier day stimulated the craft of the silversmith. Among the most noteworthy of these was Cesar Gheselin, some of whose work may still be seen in Christ Church, Philadelphia. Philip Syng, Jr., will be remembered as the maker of the tray with ink-pot, quill-holder, and sand-shaker used in signing the Declaration of Independence.

#### Creations in Furniture

Contemporary with the silversmiths were the pottery makers whose glazed and decorated pottery contributed to Pennsylvania's fame in the arts. Pennsylvania also won distinction in furniture making. People with taste and discrimination encouraged excellence in fine craftsmanship and simplicity of design. Samples of all these types of craftsmanship may be seen in our art museums, particularly in Philadelphia, where interested persons should visit, also Independence Hall, Christ Church, and Quaker Meeting Houses as examples of some of the best in the early architecture of our State.

#### Outstanding Works in Painting

American painting probably began with Benjamin West, who became President of the Royal Academy, London. Outstanding in the earlier days were the Peales, to be followed in more recent years by Abbey, Alexander, Eakins, Mary Cassatt, and many others. Joseph Pennell was without a peer as an etcher and lithographer.

Perhaps no State has produced such important women painters. Among them are Cecilia Beaux and Violet Oakley, and among the dis-

(Continued on page 24, column 1)

(Continued on page 24, column 2)

## INSTRUCTION—Continued

### Education for Pennsylvania's Handicapped Children

**Over 800 Classes Established for Mentally Retarded, Partially Blind or Deaf, and Those Having Language Difficulties**

DR. T. ERNEST NEWLAND  
*Chief, Division of Special Education*

The school districts of Pennsylvania have established 828 special classes for the education of handicapped children. These classes are provided to accommodate the special needs of children who are mentally retarded, partially blind, lacking in physical vigor, defective in hearing, and having unusual language difficulties.

#### Approved Special Class

The following table shows the number of classes that have been organized for each type of pupil:

Mentally Retarded .....	611
Speech Correction .....	68
Disciplinary .....	33
Convalescent Tuberculosis .....	30
Orthopedic .....	29
Sight Conservation .....	25
Deaf and Hard of Hearing .....	14
Nutrition .....	11
Restoration (Academic) .....	5
Non-English Speaking .....	2
Total .....	828

#### Residential Schools

There are two state-aided residential schools for the blind and two state-aided and one state-owned residential school for the deaf. For the biennium ending in 1939, a State appropriation of over one million dollars was made for the 1,183 blind and deaf children thus provided for. All but thirty-five per cent of these were under twenty-one years of age. These children have been sent to these schools with the State paying three-fourths and the child's local school district paying the remaining one-fourth of the annual tuition cost of \$635 per pupil. In addition, scholarships totaling more than \$9,000 per year are given to deserving blind and deaf students to help them obtain higher education.

#### Costs

Pennsylvania pays more than \$765,000 per year for the education of its physically handicapped children. This includes the payments to the residential schools, the higher education and blind babies fund, the \$25,000 for the audiometric program which should lead to improved adjustments to the needs of those with hearing defects, and \$300 for each of its 177 approved special classes for the physically handicapped. This does not include the money spent by the local school districts for the education of such children. Neither are state-aids in transportation costs included in this total. If the program of county supervisors of special education goes through, and when districts begin to utilize the provision concerning transportation costs for handicapped children, this amount will probably be increased by about \$75,000.

#### Qualifications of County Supervisors

County supervisors of special education will be certified to teach in Pennsylvania and also certified as public school psychologists, which latter is based upon special preparation in educational and clinical psychology. They will function under the county superintendents, in some cases serving only one county when there are 550 or more teachers under the county superintendent, and in others serving two, but not more than three counties. They not only

will be expected to locate and effect adequate diagnoses of exceptional children, but also will be required to recommend and supervise appropriate educational programs for the special education cases.

#### Need for Better Understanding of the Child

The lack—until recently—of a dependable knowledge of how to meet their needs, the lack of awareness of the educability and remediability of these children, and the slow realization of a child-centered rather than a subject-centered educational program, have also contributed their share to the relative neglect of this area of special education. At the present time, too, we lack properly qualified teachers to conduct special classes for certain types of physically handicapped children.

#### Coordination of Effort a Problem

A major problem at the present time is the adequate enumeration of physically handicapped children needing special education and the coordination of the efforts of various groups into an integrated program. Two steps are at present contemplated by the Department of Public Instruction. One is to provide for a fairly detailed report to be made next year of all children known or suspected by the teachers to need special education. The other is to check these reports against those compiled by the Division of School Medical Inspection of the Department of Health. Initial plans have been made to obtain from the Bureau of Rehabilitation for an enumeration of deaf and blind persons sixteen or more years of age who have not had the advantage of education for the deaf or blind.

#### Everyone Can Help the Handicapped Child

Persons interested in the proper education of physically handicapped can

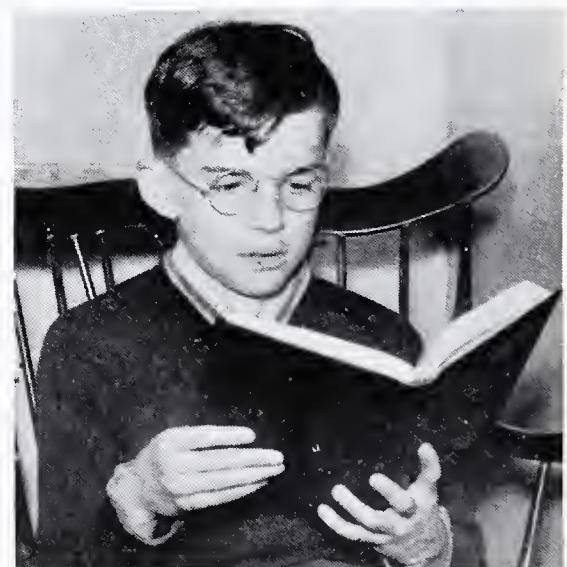
1. Give publicity to the provisions already being made by the Pennsylvania Department of Public Instruction
2. See that the parents of these children know their rights in such situations
3. See that school boards are made aware of their obligations in such cases, even though some of these obligations are moral rather than legal
4. Report to this Division cases that are not being adequately cared for
5. See that parents of these children, and the children themselves, are taken to special schools or classes where they may learn first hand of the good work being done there and
6. Be willing, in extreme cases, to bring legal action against either parents or school boards who fail to give these children the chance they deserve



A Scientific Test May Reveal an Eye Defect



Both Handicapped and Normal Pupils Can Enjoy This Activity



Correct Reading Posture Is Easy on the Eyes

Until within a recent period educational programs evolved through force of circumstances and along lines of least resistance rather than through the intelligent development of preconceived plans. Now they are deliberately formulated, projected, and executed. Program making has come to be an essential feature of educational administration. The newest, best approved, and most effective method of formulating a program is through a survey that discloses conditions, reveals tendencies, points out deficiencies, indicates needs, and suggests remedies.

—John W. Abercrombie.

## INSTRUCTION—Continued

### Making the Most of Movies

Motion pictures are already a recognized force in public education. Their value however is determined primarily by the extent to which they contribute to the regular school program.

Since motion pictures are enjoyed more generally outside the school than inside, Parent-Teacher Associations and other organized groups of school patrons and citizens are in a position to assist materially in converting these experiences of children into definite educational values. For this reason almost every discussion of motion pictures in education gives considerable emphasis to the part which parents can play in the motion picture experiences of pupils.

The following check list for parents is an example of this approach to the enjoyment of motion pictures in relation to education.

1. Do my home and my community provide a wide variety of recreational opportunities for children other than going to the movies?
2. Have I seen to it that my children have a wide variety of experience in the fields of dramatics, music, good reading, and the like?
3. Has our family policy in regard to the motion picture been one merely of drift and inertia?
4. Do I know the possible good and bad effects of movies upon the information, attitudes, health, and conduct of my children?
5. Have I given my children continuous experience in thinking through new experiences so that they are not unduly influenced by what they see at the motion-picture theatre?
6. Have I, with the help of the parents of my children's friends, set up clear-cut standards as to the age when my children should begin going to the movies, the frequency of their attendance, the time of day and week?
7. What sources of information do I use in my selection of films for myself and for the family?
8. Do I help my younger children choose the right kind of movies to attend?
9. Am I sympathetic with my children's preference for Westerns or other types of films which I consider unsatisfactory, realizing that I must start with their present tastes and guide them to more intelligent selection?
10. Do I attempt to discover whether the desirable film is being shown on a double-feature program with a poor film, whether it is accompanied by objectionable shorts, "bank night," objectionable issues of newsreels, and the like?
11. Do I permit my children simply to "go to the movies" with their friends without making courteous inquiries about the picture which they are planning to attend, and am I prepared to suggest another film or to substitute some other attractive recreation for the group if the film offerings do not seem suitable?
12. Do I "park" my children at the movie theater merely to get rid of them?
13. Am I as ready to suggest attending a fine film as to veto attending a poor one?
14. Have I worked with other parents to see that wholesome, interesting, and entertaining movies are available over the weekend?
15. Do I sometimes accompany my children to the movies and enjoy this experience with them?

### Acquaintance With Our State and National Constitutions Urged

The extraordinary Session of the House of Representatives passed a resolution on October 17, 1938, recommending that the Department of Public Instruction encourage school districts to include in their program instruction relating to the Constitution of Pennsylvania. The resolution specifically recommends "a graded course of study on the Constitution of the Commonwealth of Pennsylvania so that the provisions of the Constitution may be introduced and incorporated in the work of each grade from the fifth to the last grade of the public school system of this Commonwealth."

Copies of the "Constitution of the United States and of Pennsylvania" and "The Penn-

sylvania Manual" may be obtained from the Bureau of Publications of the Department of Property and Supplies, Harrisburg. The Pennsylvania Manual contains a great deal of useful information concerning the Constitution of Pennsylvania which teachers and pupils would find helpful in a study of the Constitution of Pennsylvania.

"Pennsylvania Government, State and Local," by Jacob Tanger and Harold F. Alderfer, and "Pennsylvania Supplement to Building Citizenship," by R. O. Hughes, contain many helpful suggestions for teachers of social studies in developing units on the Constitution of Pennsylvania.



**Wholesome Leisure Activities Make for Wholesome Living**



**Studying Life "First Hand"**

## INSTRUCTION—Continued

### Association for Childhood Education

**A Professional Organization for Teachers of Young Children**

DR. CECILIA U. STUART

Chief, Division of Pre-School and Elementary Education

During the week following Easter, April 10-14, 1939, teachers, parents, administrators, and others interested in the education of young children will gather in Atlanta, Georgia, for the 46th Annual Convention of the Association for Childhood Education. Convention Headquarters will be the Atlanta Biltmore Hotel. Under the direction of the General Chairman members of special committees are busily preparing to welcome the Association members and friends who will be their guests next April.

"Education in School and Community" is the theme around which is being built a program that will meet a wide range of special interests. Among the events planned are study classes, general and business sessions, commercial exhibits, and social events.

#### The Association at Work

The Association for Childhood Education has 367 local branches and state groups in this country, Puerto Rico, Canada, and Japan. Membership totals more than 30,000. The purpose of the Association, as expressed in its constitution, is "... to disseminate knowledge of the movement for the education of young children; to bring into active cooperation all childhood education interests, including parent education; to promote the progressive type of education in nursery school, kindergarten, and primary grades, and to raise the standard of the professional preparation for teachers and leaders in this field." Among its activities are the publication of a magazine, *Childhood Education*, and special bulletins, dealing with current educational problems; the maintenance of committees which study and report on problems and projects of interest to members; the sponsoring of 367 branch organizations with programs of work adapted to their particular needs, and the giving of informational service to individual teachers.

Headquarters of the Association for Childhood Education, is 1201 Sixteenth Street, Washington, D. C.

### SCHOOLS MUST COOPERATE WITH OTHER AGENCIES IN SERVING HUMAN NEEDS

The relationship which the school has to the child, as well as the obligation which education bears to society, imposes on the school a responsibility which is borne by no other social agency. In the minds of many people the school possesses a responsibility for general oversight of all of the needs of childhood. The school has, indeed, the educational obligation to see that every individual in its care is given the opportunity to develop his potentialities in the fullest possible degree. This requires that many community agencies outside the school be utilized. The school, by reason of its importance in the life of every individual, and by reason of its own necessary limitations of function, often serves as an agency for co-ordinating the necessary health, welfare, recreation, and other social services. If this is to be done effectively the school must rely not only on its own budget and personnel, but must also cooperate fully and intelligently with the many other agencies of society that are directly involved.



**Living Natural Objects Are Excellent Materials of Instruction**



**Preparing for the "Business" of Living**

## INSTRUCTION—Concluded



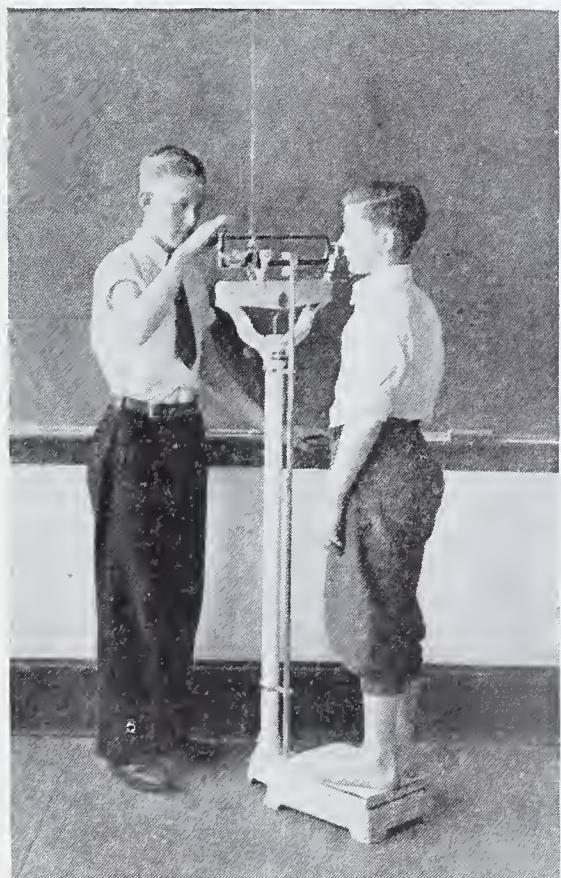
**Antiseptic Procedures Are Explained and Practiced**



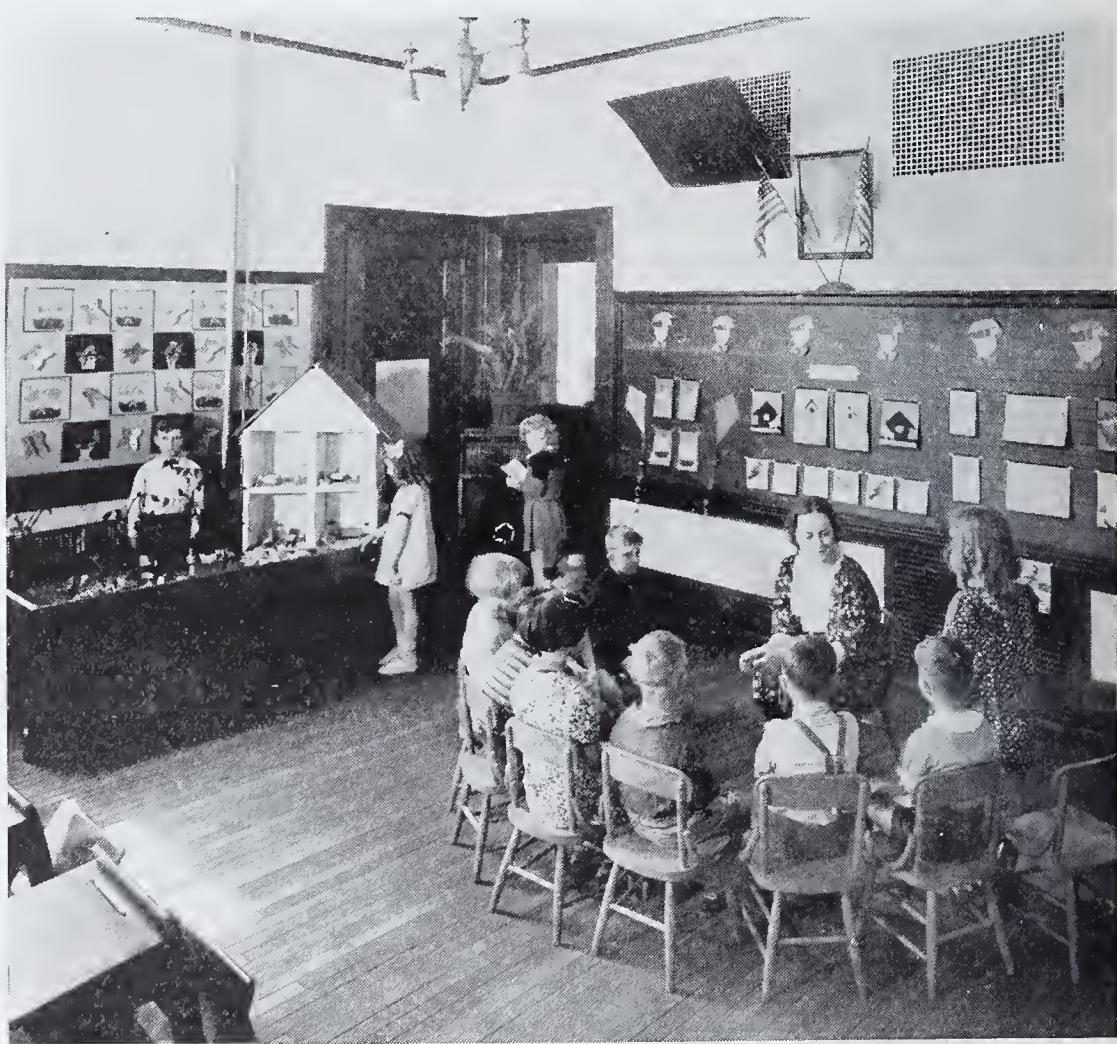
**The Map Shows the Facts at a Glance**



**"Student Shoppers" in School**



**How Am I Doing Physically?**



**Children Exchange Experiences Among Themselves and With the Teacher**



# STATE LIBRARY and MUSEUM

JOSEPH L. RAPTER, M.A., LL.M., J.D., J.S.D.

*Director, State Library and Museum*



## On Library Publicity

### Seven Pertinent Principles

When the librarian has familiarized himself with the nature of public opinion in general and its directions in his own community, he will find his next logical step to be the development of a set of principles to guide him in winning wider patronage and greater support for his library. The library and the school have much in common. For the consideration of librarians a set of seven principles may be proposed which have been useful in public school interpretation. Perhaps for the library the term publicity is more apt. The principles follow:

#### Publicity Should Be Continuous

Institutions like the library and the schools that are wholly dependent on public approval need good will and active support all the time. No apathetic periods should be allowed. Day in and day out, week after week, in busy seasons and in slack ones, an ever-widening circle of people should be reached by information concerning the library.

#### Publicity Should Be Honest

When only facts useful in attaining a specific end are selected, the public grows wary. Covering up weaknesses and playing up strong points may be the methods of business but they are not what is expected of institutions serving unselfishly the good of all the people.

#### Publicity Should Be Inclusive

Only carefully planned, continuous publicity is likely to be inclusive. One of the first important tasks of the aroused librarian is to make a thorough study of his library to see how many ways it can serve the public and to summarize all of the facts about library operation that should interest citizens on all levels. Then he can begin to plan a program of interpretation that will be inclusive.

#### Publicity Should Be Understandable

What will be completely comprehensible to the average patron of the library may be unintelligible to the much larger class of people who never go near the library but should be served by it. Even very basic matters of language comprehension are involved. Certainly the language used in posters, speeches, or newspaper articles must not be technical nor erudite. Pictures and exhibits are universally understandable.

#### Publicity Should Be Dignified But Aggressive

Librarians must not hesitate to approach industrial leaders to get permission to speak before groups of laborers. They must persist in their efforts to get cooperation of public utility managers and others in the circulation of leaflets with monthly statements. To be thoroughly successful, they must have the aggressiveness of industry without using methods that are dubious.

(Continued on page 21, column 2)

## PENNSYLVANIA RECORDS FROM 1682-1776 BEING MADE AVAILABLE BY DEPARTMENT OF PUBLIC INSTRUCTION

DR. HENRY W. SHOEMAKER

*Chief, Division of Archives*

A phase of work under way at present in the Archives Division of the Department of Public Instruction is the indexing of the Eighth and Ninth Series of the *Pennsylvania Archives*. The eight volumes of the Eighth Series are a reprint of the Votes and Proceedings of the House of Representatives of the Province of Pennsylvania from 1682 to 1776.

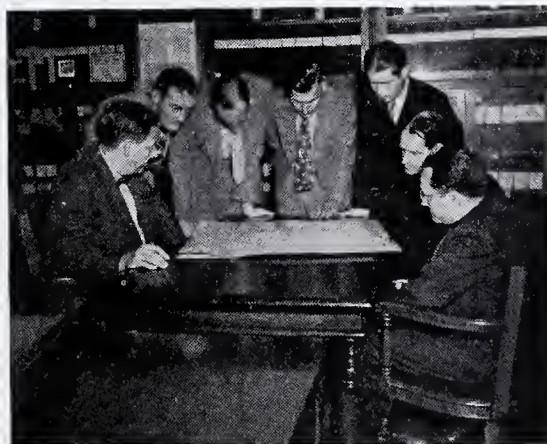
The Ninth Series, comprising ten separate volumes, contains the Executive Minutes from the administration of Governor Thomas Mifflin up to March 21, 1838. Thus the Minutes of the Executive Department, begun in the sixteen volumes of the Colonial Records and ending with the Minutes of the Supreme Executive Council in March 4, 1777, to December 20, 1790, is continued in the Ninth Series.

The indices to these series will make this voluminous source material more readily accessible to students of early Pennsylvania and American history.

## PENNSYLVANIA'S MANUSCRIPTS OF 1812 ARRANGED BY DEPARTMENT OF PUBLIC INSTRUCTION FOR PUBLIC USE

Printed material pertaining to the participation of Pennsylvanians in the War of 1812 is still meager. In order to make as many military records available as is possible, original manuscripts of this period are being studied, arranged, and classified. After the preliminary arrangement is completed, a system of indexing will be determined so that the documents will be usable.

The collection contains muster and payrolls, accounts of provisions and rations, brigade inspectors' accounts, militia election returns, and statements of individual service.



**Historians Examine Pennsylvania's Ratification of the Constitution**



**Books Are Kept in Good Repair**



**Are All These Books in Their Proper Places on the Shelves?**



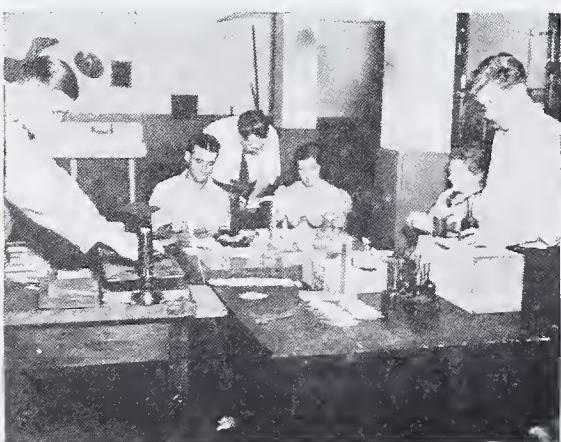
**Consulting the Census Reports**

## STATE LIBRARY AND MUSEUM—Continued

### FINANCIAL PAPERS OF REVOLUTIONARY PERIOD REVEAL PENNSYLVANIA'S STATUS

DR. HENRY W. SHOEMAKER  
*Chief, Division of Archives*

Perhaps no phase of Pennsylvania history is so confused and so little known as the financial status of the State during and following the Revolutionary War. The archives of the Comptroller General, through whose hands all accounts of financial transactions had to pass, and, especially those connected with the expenses of the Revolution, have long been in the possession of the Division of Archives. Work is now being done to sift these documents carefully and file them in such order that they can be intelligently studied by students of history.



Making Models of Foliage in State Museum

### BEGINNING WITH THE CRADLE

In New Rochelle, New York, children receive their first letter from the public library. Marie D. Loizeaux, publicity assistant, sends us a facsimile of the library's welcome to new babies—addressed personally from records in the office of the Board of Health—which we reproduce below. Boys' notes are on blue notepaper; girls', on pink, and a booklet for parents is always inclosed.

Dear Little Newcomer:

Congratulations upon your arrival and greetings from your Public Library! We hope that you will have a lovely time in the coming years and that you will find pleasure in the books the Library has for you. Picture books, first of all, and then, when you can read, the most interesting stories you can imagine!

In the meantime—in the next few weeks and months—your Mother and Father may read about taking care of you—as well as finding all sorts of books and magazines for their own enjoyment. Will you please give them the enclosed folder?

With very best wishes—  
New Rochelle Public Library  
Aubry Lee Hill  
Librarian

### OLD REVOLUTIONARY MANUSCRIPTS CLASSIFIED BY DEPARTMENT OF PUBLIC INSTRUCTION

DR. HENRY W. SHOEMAKER  
*Chief, Division of Archives*

In classifying manuscripts of the Revolutionary War period, hundreds of original muster and payrolls of the County Militia of Pennsylvania and the Continental Army were found. Many of these bear the signatures of leading military figures of that period.

These military returns are now being arranged according to counties and Continental Battalions. Each return is checked with the printed *Pennsylvania Archives*, and properly labeled.



Getting the Story from Models, Specimens, and Artifacts in State Museum

### WHY OUR COUNTY SHOULD HAVE A COUNTY LIBRARY

This little folder, 3 x 4½ inches in size tells in a few words how a library is organized on a county-wide basis and what its service will mean to the people it reaches. It was written to be used in campaigns to organize county libraries in Pennsylvania and may be mailed in a small-sized envelope.

The folders will be sent, on request, to any county committee for distribution throughout a county in which a campaign for the establishment of county library service is being carried on.



Salvaging Slides in State Museum



This Library Station Is in the Neighborhood Store



# PROFESSIONAL LICENSING



**JAMES A. NEWPHER, M.A., Ph.D., LL.D.**  
*Director, Bureau of Professional Licensing*

**DON M. WOLFE, B.S., M.A., Ph.D.**  
*Assistant Director, Bureau of Professional Licensing*

## Conference of Investigators

A Conference of the Investigators of the Law Enforcement Division was held in Harrisburg during the summer. One of the addresses was on the subject, "Conducting Examinations," by Eugene Sullivan, Chief, Division of Personnel Examinations. The results of the recent beauty culture examination were shown as evidence that the scoring in the different examination centers was out of proportion. To obtain scores that are more nearly parallel in the different examination centers, the speaker suggested that the examiners mark according to the normal curve of distribution; for example, out of one hundred students, five would be failures, and five exceptional, fifty per cent out of one hundred should receive C or average, unless the group were exceptional. He also suggested that the examiners start marking with *average* or the middle grade where most of the students would be placed, then decide on students who are above and below average.

### Preparation of Cases

Another speaker was James H. Thompson, Special Deputy Attorney General, who spoke on "Preparation of Cases." Mr. Thompson explained that investigators are making a new kind of law—administrative law. No books are published on it and information is obtained from the acts and regulations established by the different Boards under the Bureau of Professional Licensing. It was also pointed out that procedure before the Boards is not like that of criminal courts, and that the ethics of any profession is as important as any kind of law set up. He suggested that an investigator spend as much time learning the acts as investigating the case; he should also learn about court decisions.

### Pharmacy Laboratory

Mr. James F. McDonnell, Chemist, spoke on the Pharmacy Laboratory. His principal emphasis was on the enforcement of the Pure Drug Law. He had with him examples of purchases made by investigators which did not measure up to the present Pure Drug Law.

### Responsibility of Investigators

Dr. James A. Newpher, Director of the Bureau of Professional Licensing, made an address on the subject, "The Responsibility of Investigators." The question of whether the investigators were mastering their jobs or the jobs mastering the investigators was put before the group. In most instances, Doctor Newpher said he believed the investigators were masters of their jobs. However, there were evidences that in a few cases the job was master of the investigator. The following points were cited:

1. There is no excuse for not sending in samples for the pharmacy laboratory. Each investigator has been instructed to purchase five samples a month.
2. More attention should be given to sending in reports. Too much time elapses before reports are sent in.

3. In regard to attending meetings and carrying out orders, Doctor Newpher stressed the importance of being prompt and attending every meeting called.
4. The records of the office indicate that in some cases, merely casual inquiries are being made instead of citing people for hearings. More hearings should be called.

The speaker asked that the investigators think of their professions in a broader sense—to think of their responsibility as it affects the public welfare, the administration, and themselves. The big objective is public service. He also pointed out that the responsibility to the Department was educational as well as law enforcing, and that it was to educate the public. Warnings are instructive and educational and an effective instrument in educating the people to follow the law. He ended his talk with the expression of hope that people would say of the work of the Bureau that the job was not done as well as before, but better.

## INTERPRETATIONS AND REGULATIONS FOR THE ADMINISTRATION OF THE BEAUTY CULTURE LAW

A new bulletin entitled, "Interpretations and Regulations for the Administration of the Beauty Culture Law," has been completed by the Department of Public Instruction.

This pamphlet, formerly distributed in mimeographed form, was printed to assist all those concerned in understanding the beauty culture law. Those concerned are owners, managers, and operators of shops, and owners, supervisors, teachers, and students of beauty culture schools.

### Describes Licenses

The pamphlet of thirty pages contains a description of the types and ranks of licenses; it explains the method of securing licenses; it defines the duties of shop owners and managers; it sets up standards of sanitation and regulations for the conduct of beauty shops.

About one-fifth of the pamphlet is devoted to regulations and requirements for schools of beauty culture of which there are over eighty in the Commonwealth. At the end of the pamphlet appear several pages of quotations from the beauty culture law dealing with particular problems.

### For Students and Practitioners

The pamphlet is available for free distribution to those who fall under the requirements of the beauty culture law. The Bureau intends it to be distributed to students upon applying for student permits. It has been found upon investigation that many students do not know the standards which the schools of beauty culture should attain. It is hoped that distribution to students will remedy this deficiency.

## State Boards Issue Licenses

**DR. DON WOLFE**  
*Chief, Division of Registrations and Renewals*

During a period of unusual activity in the Bureau of Professional Licensing, licenses and permits were issued to thousands of qualified men and women to practice in several of the professions and other occupations licensed under the Department of Public Instruction.

### Medical Certificates

The State Board of Medical Education issued licenses by endorsement to eleven physicians. Thirteen physicians licensed in Pennsylvania were certified to other states. Registration cards were issued to eighty-two in medicine and surgery, two in physiotherapy, and one in chiropody.

### Dental Hygienists

Licenses to practice dental hygiene were issued to eleven dental hygienists. A list of those who took the last examinations was prepared for the Pennsylvania State Dental Society, in accordance with their request. There were fifty-seven dental registration cards issued, and twenty-four dental hygiene cards.

### 10,000 Pharmacists' Credentials Issued

The State Board of Pharmacy has issued 3,600 pharmacy permits for 1938. Registration cards have been issued to 6,489 pharmacists and 523 assistants.

### Beauty Culture Students

In the Beauty Culture Section, certificates of registration were issued to the following: 373 students, 167 owners, three managers, twenty-one operators, and one school. Temporary permits were issued to 765 persons. Renewals of the Beauty Culture Section were issued to one school of beauty culture, ten teachers, eleven managers, 354 operators, twelve manicurists, and ninety-one owners—a total of 479 renewals.

### Engineers

The activities of the State Registration Board for Professional Engineers were as follows: twenty applications were received and nine were written up; six renewal registration cards were issued during the past month.

### Architects

Over 1,000 renewals have been recorded for the State Board of Examiners of Architects. In anticipation of the \$75,000,000 school building grant, the inquiries by letter and personal interview for information relative to registration have greatly increased. Twenty-three applicants were registered, including written and oral examinations, and reciprocity of practice with other states.

The results of the recent examination by the Osteopathic Board disclose that there were fifty-one successful candidates.

### Barbers Licensed

The following is a statistical report of the Barber Licensing Section:

Certificates of registration issued . . . . .	97
Apprentice certificates issued . . . . .	51
Barber shop permits issued . . . . .	180
Temporary certificates issued . . . . .	9
Renewals issued . . . . .	564

(Continued on page 16, column 2)

## PROFESSIONAL LICENSING—Continued

### Thinking as a Way of Living

On the mantel over the fireplace in an old, old house, among the neatly arranged bric-a-brac so popular in bygone days, there is a bit of Chinese philosophy expressed in the symbol of the three monkeys. This symbol has invaded our homes in so many forms that today it is familiar to almost everyone. The first monkey admonishes us to hear no evil, the second, to see no evil, and the third, to speak no evil. Surely no one will dare deny the many benefits to be derived by learning the lessons they teach, but does this Mongolian symbol go far enough?

#### Thinking Underlies All Human Action

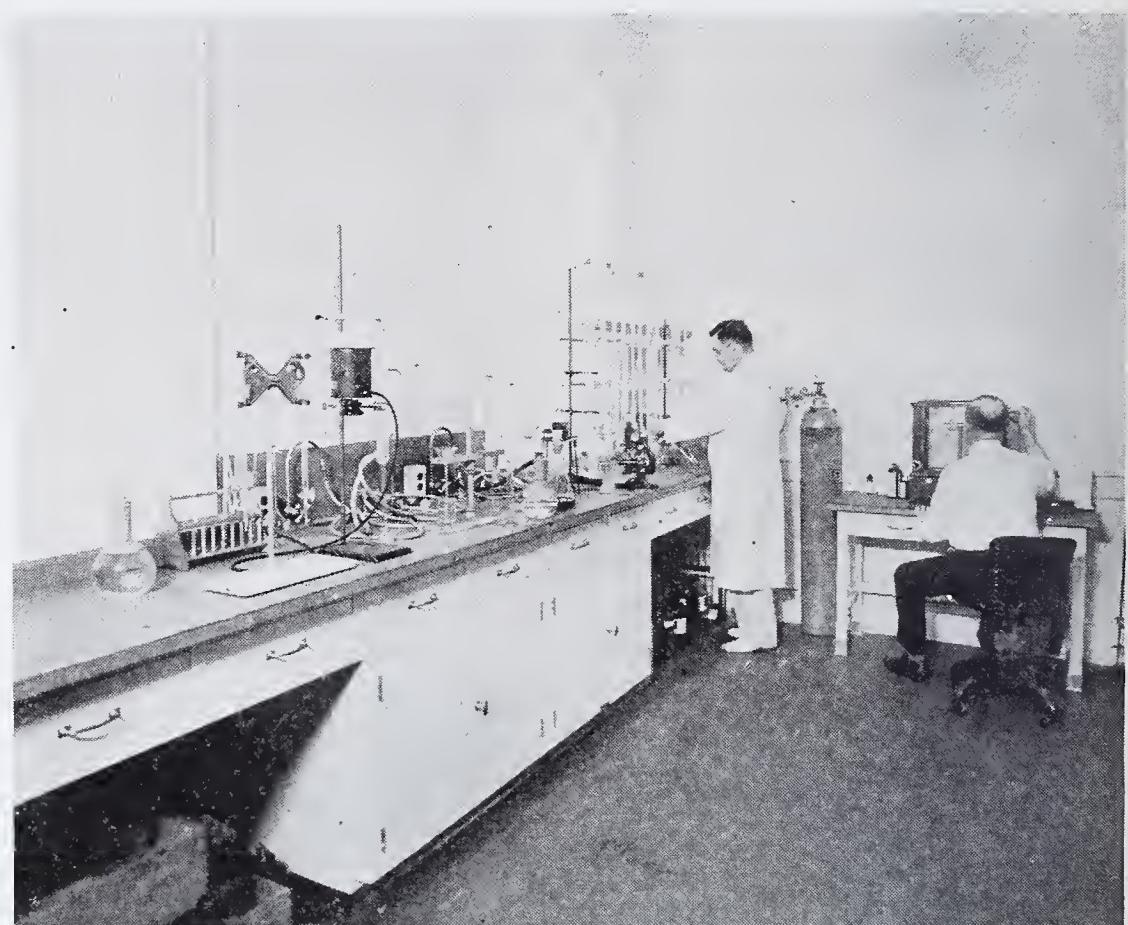
What of a fourth monkey—one who would admonish us to think no evil? Consider the effect of his adoption and the moral in the lesson he would teach. The three other monkeys would easily and quickly be dispensed with for, thinking no evil, we would permit none to seep through our hearing and vision and therefore, with minds void of evil impressions, we would discuss no evil. Hearing, seeing, and speaking are generally accepted as the most necessary and important of all the faculties, but deliberation fails to prove that this is really true. Many there are who are deprived of one or more of these senses, yet they are able to maintain much of their individual independence and to enjoy the accompanying feeling of satisfaction. However, deprived of the power of thinking, just what value is there in hearing, seeing, and speaking? Minus proper thinking, sweet sounds of music and voices of near and dear ones fall on deafened ears; the splendor of the lily and the beauty of the rose are met with the dull stare of blinded eyes, and from the lips fall incoherent murmurings of meaningless babble.

#### Think for Yourself

Others can convey to us much of what they hear and see and quite often others can speak in our stead, but never can one think for another. Each must think for himself and one of the greatest accomplishments one can make is to reach the point where he can and does think. From time immemorial the world has tendered its rewards to those who dare to stand apart and alone if need be; to those who think for themselves, creating ideas and reaching conclusions that do not necessarily meet the views of the masses. The thinker never stops to wonder what others will think, for he knows that by so doing, he accords them positions as judges when, in most every instance, they are folks as plain as himself.

#### The Thinker Is Successful

The thinker is successful. His thoughts thrill, arouse, and inspire him. He views with pride his past where it has been noble, recognizes with humility his mistakes, and goes forward with faith in himself courageously resolved to play his part worthily in building for the betterment of humanity. He, the thinking precedent breaker, blazes new paths for civilization, believing and having confidence in his own ideas. He thinks, without a crowd to back him; is bold, original, resourceful; has the courage to do what others have never done and the determination to go where others have never gone; he accomplishes things, lives a fuller and more useful life, and leaves his mark on his day and time.



**The State Chemistry Laboratory Is the Front Line Defense of the Public Against Impure, Adulterated, and Dangerous Drugs**

#### Think, But Think No Evil

Let us cultivate the delightful companionship that comes with lovely thought. The resulting benefits will come to us bringing to us the peace and happiness of active, useful, and contented minds. When we are older it will make little difference how we dieted or dressed, but that which will count for much is whether or how we thought. Why not then adopt the fourth monkey as our emblem? Let us divide the moral he teaches into two parts: the first, think; the second, think no evil. Let each one neatly arrange him among the prized possessions on his mantle of memories even as the other three are so neatly arranged on the mantel over the fireplace in an old, old house.

—ARTHUR W. WORTHINGTON  
*President, Delaware County Real Estate Board*

#### STATE BOARD ISSUES LICENSES

(Continued from page 15, column 3)

##### Real Estate

The report for the Real Estate Section indicates that certificates were issued as follows:

Brokers .....	50
Salesmen .....	289
Salesmen's temporary permits ....	80
Broker's renewals .....	30
Salesmen's renewals .....	8



**Optometry at Its Best**



# PENNSYLVANIA IN HISTORY

FRANK W. MELVIN, B.S., LL.B.  
Chairman, Pennsylvania Historical Commission



## The Needs of the Pennsylvania Historical Commission

SYLVESTER K. STEVENS  
Historian, Pennsylvania Historical Commission

During the past biennium both the United States and the Commonwealth of Pennsylvania have been making important but long neglected investments in Pennsylvania history. This Commonwealth has richer historical values than most states. For generations we have been short-sighted in our expenditure of funds to advertise this State. We must both attract people to Pennsylvania, and we must bring this history home to our people.

Much has been done to remedy the unfortunate consequences of those long years of neglect. A beginning, but a beginning only, has been made toward placing the superior historical attractions of Pennsylvania upon at least a level of equality with other states. A task of restoration, of improvement, and of education has been begun. This should not be allowed to halt through lack of financial support.

### Restoration of Properties

Since 1937, the Commonwealth has expended in various ways nearly \$200,000 for historical purposes. Of this, the last Session of the General Assembly appropriated \$55,000 to the Pennsylvania Historical Commission directly and made available \$140,000 for two major historical celebrations: The 150th anniversary of the founding of our constitutional government upon Pennsylvania soil has been commemorated; the 300th anniversary of our colonial beginnings with the settlement of New Sweden was appropriately recognized.

With the \$55,000 appropriated to it, the Historical Commission was able to inaugurate a state-wide historical and archaeological program along many fronts. The improvement and development of long neglected Commonwealth historic shrines and properties was undertaken. At Pennsbury Manor and the Daniel Boone Homestead in the east and Old Economy in the west, Pennsylvania is restoring properties which are comparable in importance to the internationally known work at Williamsburg, the pride of Virginia. With the aid of WPA, the Commission undertook a state-wide combined archaeological and historical research program which has reached into at least a dozen counties of the Commonwealth and unearthed new data regarding the history of those regions. All of this work was undertaken in close cooperation with the WPA, the NYA, and the General State Authority. In excess of \$1,439,000 in Public Works funds has been expended by these agencies through the Commission for historical purposes in Pennsylvania. Employment has been provided for thousands in constructive enterprises of permanent value. The properties and material thus left to the State, must be made through our Commission, available to our citizens.

### Assistance to Historical Societies

Equally important to Pennsylvania has been the new effort of the Commission to service the historical agencies of the Commonwealth. The employment of a historian and the en-

largement of the office staff has made it possible to render a service of advice and assistance to the varied historical interests of Pennsylvania. The Commission has become a co-ordinating agency in the stimulating and developing of historical interest and activity in every section. It has been able to serve thousands of individuals through answering historical inquiries to the Governor, the Department of Public Instruction, and the Commission, coming not only from Pennsylvania but from the entire nation. It has stimulated the use of Pennsylvania history in schools. It has aided divisions of the State government in preparing publications and answering inquiries by expert advice—all of which services formerly were seriously neglected.

### Expansion of Publications Program

The Commission has begun a publications program to remedy the glaring gaps in the historical literature of the Commonwealth. Its recent publication on the eighteenth century iron industry in Pennsylvania received national recognition and was a major contribution not merely to Pennsylvania history, but to American history. A constitution bibliography for the schools and educational materials for school use in connection with the two major celebrations added to the store of literature. A monthly bulletin of information on Pennsylvania historical activities has been undertaken and the popular demand has doubled the mailing list since its inauguration. Thousands of copies of former publications have been distributed, and many exhausted, though the popular demand for them continues.

### Pressing Demands Confront the Commission

Forward looking as these steps have been, they will be of little permanent consequence unless the Commission is able to build upon this foundation and to broaden and strengthen it. Pressing demands confront the Historical Commission at the present moment in (1) the necessity to maintain and advantageously utilize the great properties such as Pennsbury Manor, Old Economy, Ephrata Cloisters, Daniel Boone Homestead, Printz Park, Fort Augusta, and John Brown Tannery; some of which have been restored and others in process of restoring; (2) the imperative need to publish the results of historical and archaeological research covered by projects of the past biennium, which produced materials for printing far beyond the present limited budget allocations for publications; (3) the demands of the educators of the Commonwealth that the Commission further assist them in bringing the history of Pennsylvania into the public school program, plans for which service are laid, but wait upon funds for execution; (4) the pressure of the historical societies and agencies of the Commonwealth which desire the Commission to expand its services to them and to integrate their local historical activities; (5) the need for funds to continue the program of coopera-

(Continued on page 18, column 3)

## THE PLACE AND MEANING OF THE CONSTITUTION IN OUR PRESENT-DAY LIFE

One hundred and fifty years have passed since the signing of the Constitution. One hundred and fifty years have passed in which the country expanded to the west coast, to Canada, and to the Rio Grande, in which came the telegraph, the cable, the locomotive, and steamboat to change the life of the people; in which the country has engaged in five wars, one a civil war in which the very union itself was in danger. Through all this, this document of little more than 4,000 words has existed and remains today as one of the vital factors in our present-day life. Today, as there always will be, there is disagreement and complaint and through it the Constitution will become, perhaps, slightly altered, but unscathed.

### Unwritten Laws of the Constitution

Through the years certain customs have become a part of our present-day life. Political parties, nominating conventions, the election of the President by the people and not the electoral college (although the formality in accordance with the Constitution still is enacted) even the right of the Supreme Court of the United States to say whether a law is constitutional or unconstitutional are examples. No mention of these are made in the Constitution, yet they are considered a vital part of our governmental functions. They have become what may be termed the unwritten laws of the Constitution and as such are a fundamental part of our law.

### Guarantee of Rights

The Constitution has a most vital and important place in our present-day life. It means the existence and perpetuation of everything which can make life worthwhile. It is the Constitution of the United States which provides and assures a democratic, representative government responsible to the people, a government in which the various bodies check one another so there will be no usurping of power. It is this supreme law of the land which assures a united, strong, national government to which the states although important in their functions are subordinate. It is the Bill of Rights and other amendments, a part of the Constitution which assure us of our rights and privileges as citizens and as men. What could be more important?

The Constitution, though, should be taken for what it is. It should not be regarded as something untouchable and omnipotent. The men who made it were not gods. If something should need to be changed, we must and can use the provision which the Constitution itself makes and change it, but the Constitution itself, the fundamental and supreme law of our land, will endure.

BERTHA GREENBERG,  
Schenley High School, Pittsburgh



## PENNSYLVANIA IN HISTORY—Continued

### Pennsbury Restored

DR. DONALD A. CADZOW

*Archaeologist of the Pennsylvania Historical Commission*

During his two sojourns in his province of Pennsylvania from 1682 to 1684 and 1699 to 1701, William Penn selected as his country home a tract of over 8,000 acres in Falls Township, Bucks County, near present Morrisville. Approximately twenty-five miles north of Philadelphia, this two-story brick mansion, with out-buildings, became the favored retreat of both Penn and his sons while engaged in the management of their vast colonial enterprise. The buildings, while handsome and elaborate for the times, were not well constructed, and the Manor of Pennsbury had fallen into ruins even prior to the Revolution.

#### Became State Property in 1932

The restoration of this historic property has long been a dream of those interested in Pennsylvania history. In 1932, as a result of the commemoration of the 250th anniversary of the arrival of Penn in his province, the heart of the Pennsbury property, including over eight acres and the building site, was deeded by Charles Warner to the Commonwealth of Pennsylvania.

#### Original Buildings Uncovered

Shortly after this the Pennsylvania Historical Commission undertook an archaeological investigation of the site under the direction of Donald A. Cadzow, State Archaeologist. This work was carried on intermittently over a period of two years with liberal aid from Federal relief funds for labor. Definite results were forthcoming in that the foundations of the original buildings were uncovered, a large collection of relics relating to the period was salvaged, and the property put in a condition to withstand dangers of further destruction.

#### Restoration Planned in 1936

In 1936, the Historical Commission decided to secure R. Brognard Okie of Philadelphia as architect for the preparation of plans for the possible restoration of Pennsbury. With the inauguration of a state-wide public works program in Pennsylvania under the General State Authority, it was decided to bring the project to the attention of that body. Its acceptance as a part of the program of the General State Authority resulted in the letting of contracts in February, 1938, for the restoration. Ground breaking ceremonies were held April 21. At this time high officials concerned with the project, members of the Commission, and those with an historical interest from every section of the Commonwealth gathered at Pennsbury to inaugurate this significant project. The General State Authority recently allocated further funds for the project.

#### The Restoration of Buildings and Garden

The restoration, when completed, promises to constitute one of the finest historical properties under the jurisdiction of any state. It may be termed fairly the "Williamsburg of eastern Pennsylvania." Total cost of the project amounts to \$238,000 and this sum has made possible the development of the plans upon a worthwhile scale. Months of particular research have gone into many items connected with the restoration in an effort to secure complete authenticity for every architectural feature. The Manor House, together with the brew house, bake house, office building, stable and caretaker's residence, are all included in the rebuilding program. In addition, the garden wall and formal garden of the original Manor will be restored as nearly according to the

### Old Economy, the "Williamsburg of Western Pennsylvania"

DR. DONALD A. CADZOW

*Archaeologist of the Pennsylvania Historical Commission*

In the restoration of the buildings of the third colony of the Harmony Society, erected between 1824 and 1831 at Ambridge, Pennsylvania is attempting for the western section of the Commonwealth the creation of a western Pennsylvania "Williamsburg." Together with Pennsbury in the eastern area, Old Economy will constitute an historical and architectural monument truly worthy of the Commonwealth.

The property at Old Economy was acquired by the Commonwealth in 1919 and is operated through the Harmony Historical Association under the Pennsylvania Historical Commission. Visitors have been attracted to the property in great numbers since that date, and it has become one of the outstanding points of interest for the entire region.

In October, 1937, the historical value of the property was further enhanced by the acquisition of a collection of relics relating to the Harmony experiment and Old Economy valued at thousands of dollars. The proper arrangement and exhibition of this material will be accomplished within the next year.

The General State Authority, in cooperation with the Commission and the Department of Public Instruction, began in March a project for the partial restoration and repair of the buildings of the property, which had fallen into a sad state from years of neglect. This project was completed July 20, and represents about one-third the work actually needed to put the property in its best condition. The work completed was confined almost entirely to arresting the decay and disintegration of the exterior of the buildings. It will make possible the formal reopening of the property to the general public, however, some time in September.

It is essential that attention be given to the improvement of the interior of the buildings in a further restoration program. At present the Great House and the Feast Hall are the only buildings suitable for interior exhibits. Charles M. and Edward Stotz, Jr., Pittsburgh architects in charge of the plans recently completed have prepared careful estimates as to future needs of the project.

The total amount necessary to put Old Economy in a proper condition is estimated at about \$98,000. This sum would make possible a full and satisfactory completion of all Commission plans for the establishment of Old Economy as an architectural and historical monument in western Pennsylvania comparable only in its dignity and importance to the achievements at Williamsburg, Virginia.

original design as careful research can make it possible. The property will doubtless become one of the show places of the Eastern United States.

#### Relics of Life Recovered

During the archaeological investigation literally thousands of relics relating to the life lived at Pennsbury were recovered. These, with other material which will be collected both before and after the restoration is completed, should make the property a center of interest for every student of the life of Penn.

The Historical Commission looks forward to the time when it may become the center for the study of that period of Pennsylvania colonial history.

### THE NEEDS OF THE PENNSYLVANIA HISTORICAL COMMISSION

(Continued from page 17, column 2)

tion with the WPA, NYA, and the General State Authority in that plans are available for further constructive buildings, research, and educational projects, and require only funds for sponsorship. To realize upon its historical investment, Pennsylvania must continue and increase the support it has begun to give to Pennsylvania History.

### Teachers Favor More Emphasis on Pennsylvania History in Schools

SYLVESTER K. STEVENS

*Historian, Pennsylvania Historical Commission*

The results of a survey of the social studies teachers of the secondary schools of Pennsylvania recently completed shows that Pennsylvania teachers are overwhelmingly in support of a larger use of Pennsylvania and local history and government in the school program. The survey was prepared by the Commission, and its results recently tabulated. Virtually one hundred per cent of the teachers surveyed endorsed the larger use of local and State history.

#### A Part of U. S. History

Pennsylvania teachers, however, indicated their opposition to the introduction of a single course on Pennsylvania history alone. A large majority favor the coordination of State and local history with that of the United States. Few prefer the old style chronological history as a method of presentation. They prefer to approach history in terms and problems and trends with a view to securing worthwhile background for the understanding of contemporary affairs.

#### Current Social Problems

Pennsylvania teachers are also much in favor of a considerable emphasis on contemporary affairs and problems. This is an encouraging reaction, in that it shows an interest by teachers in the present political, social, and economic problems of the Commonwealth. There is little doubt but that an increased study of these problems in their contemporary aspect and historical backgrounds would revolutionize much of the thinking of Pennsylvanians.

#### Materials Needed

The schools are greatly in need of improved facilities to make possible the greater use of State and local history. Almost every teacher responding to the survey indicated the necessity for such materials. The need is great for pamphlets and books on Pennsylvania history, and for visual aids including motion pictures and lantern slides. The Pennsylvania Historical Commission is planning a long range program to meet these needs, and cooperating closely with the Bureau of Instruction in the Department.



# School Employees' Retirement Board

H. H. BAISH, M.A., LL.D.

*Secretary, School Employees' Retirement System*

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## Basis for Contributions to Retirement Fund

J. Y. SHAMBACH

*Deputy Secretary of the School Employees' Retirement Board*

An opinion from the Attorney General specifies that school employees who elected to contribute to the Public School Employees' Retirement Fund on the basis of their 1932-1933 salaries and who are receiving higher salaries than they received at that time may contribute now on the basis of their current salaries.

### Notification of School Board Necessary

If a person whose salary has been increased should elect to contribute on the basis of his current salary, he should notify the school district in which he is employed and the Retirement Board offices of his decision. Thereafter, he would contribute on the basis of his salary at the time of each contribution. If the salary should increase or decrease the amount of the contribution would also increase or decrease in a corresponding manner.

### May Contribute on Higher Salary Base

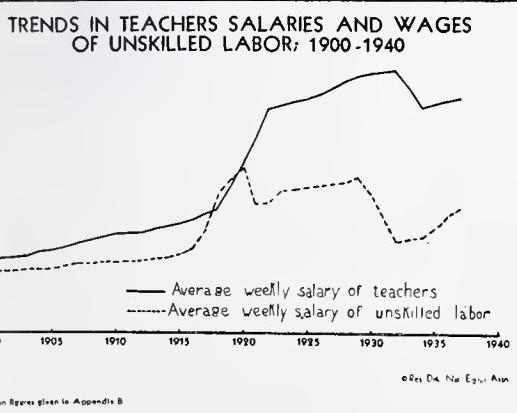
Act No. 268, approved July 12, 1935, was intended primarily for those employees whose salaries had been reduced since 1932-1933, because of business conditions and who were past the age when the higher salaries were likely to be restored. Some younger employees who elected to contribute on the basis of their 1932-1933 salaries have had their salaries increased considerably since that time.

### Annuity Determined by Rate of Contributions

The recorded salary and the amount contributed to the Retirement Fund are factors that help to determine the annuity at the time an employee retires. The Attorney General's opinion makes it possible for any employee who is receiving a higher salary now to have it appear in the records used to calculate an annuity and to contribute on the basis of such higher salary as long as it continues.

### Teachers to Be Notified

It is hoped that superintendents and principals will see their way clear to announce this opinion to school employees under their supervision.



Teachers' and Laborers' Salaries Compared

## Educational Structure and Administration

Trends in structure and scope of the common school system, as well as certain relationships of local, State, and Federal educational authorities constitute the subject matter of a new volume entitled, "The Structure and Administration of Education in American Democracy," published by the National Education Association, Educational Policies Commission. As in its other publications, the Educational Policies Commission outlines policies for the guidance of school administrators and other educational authorities.

### The Larger View of Public Education

There is a marked tendency today to look upon the common school system as extending from the nursery school through the junior college. Traditional school organization is being modified to include nursery school, kindergarten, and the first six grades as a first unit; a four-year program of continued general education as a second unit; and a final four-year program in which some differentiation according to vocational and other interests is begun. Units for administration and attendance should be large enough to ensure at least a desirable minimum of educational service at a reasonable unit cost.

### The Role of the State

Sound educational policy requires that all public educational opportunities be directed by local and state educational authorities. In local communities proper control of educational policy can only be exercised where fiscal and administrative independents from the general municipal authority is enjoyed. The state discharges a proper function without interfering with local initiative and responsibility, by indicating in broad outline a minimum program for the common schools, and by encouraging communities to exceed this minimum wherever possible. The state is obligated to provide such financial support of local school systems as will tend to guarantee a reasonable minimum of educational opportunity.

### Federal Participation

The growing economic and socio-cultural unity of this nation calls for increasing participation of the Federal Government in the financial support of public education in the several states. Such support should tend to equalize educational opportunity without involving control by the Federal Government.

If the fires of freedom and civil liberties burn low in other lands, they must be made brighter in our own.

If in other lands the press is censored, we must redouble our efforts here to keep it free.

If in other lands the eternal truths of the past are threatened by intolerance, we must provide a safe place here for their perpetuation.

—Franklin Delano Roosevelt

## THE NEW EDUCATION

The first law seems to be that we learn by action rather than by absorption.

We learn to do by doing rather than by talking about doing.

We learn to think by thinking rather than by memorizing what someone else has taught.

We learn to live by living rather than by having some one tell us how to live.

The duty of a college is to be a supplement to experience.

The temptation of a college is to become a substitute for experience.

Primitive man was unshooled but he was not uneducated.

He gained his education by dodging danger in the jungle, by contriving ways and means of survival in unfavorable environment.

He went to school in the school of experience, where the tuition was high, but the education was real.

One day a bright primitive father thought it would save the time of his sons if they could be taught some of the fruits of experience, and so he started the first school.

All he expected that first school to do was to direct his sons in getting their experience in the least wasteful way.

We, his successors, have too often thought we could deliver canned experience to our sons in textbooks and lectures.

We cannot; and the sooner we organize all our schools in terms of learning by action rather than by absorption the better.

Do not these laws apply equally well to problem determination, planning and program making, as well as to schools? People can determine correctly most of their problems if properly guided and directed. Why not help them to do so rather than shovel information at them or make the determination for them, and then ask their approval? To be sure, it takes more time, but it is more educational also.

—Glenn A. Frank

## EXPECTATION OF LIFE AT BIRTH



The Lengthening Span of Human Life



# Current Education Publications

EUGENE P. BERTIN, M.A.  
Principal Public Information Editor



## A DIGEST OF LAWS CONTROLLING ATTENDANCE AND THE EMPLOYMENT OF MINORS

(Bulletin 71)

This bulletin is prepared specifically for all school officials and persons who are in any way connected with the problems of attendance of pupils in school or the employment of minors. Major changes have been made in the attendance laws of Pennsylvania through Act 478 passed at the 1937 Session of the General Assembly. Important provisions, such as the lengthening of the compulsory school age through the downward movement below eight years beginning July 1, 1938, and upward to seventeen years between July 1, 1938, and July 1, 1939, when it automatically moves to eighteen years, necessitate careful consideration by all teachers, home and school visitors, attendance officers, and other school officials.

The Child Labor Law was not amended in any way, but Act 478 changed the ages at which farm and domestic service permits may be issued. Children at present must be at least fifteen years of age before permits may be issued. This bulletin explains in detail the provisions for issuing farm and domestic service permits during the school year beginning July 1, 1938, and also the changes in effect beginning July 1, 1939.

### Summary of Contents

The bulletin of more than 100 pages is divided into two major divisions; namely, a discussion of the laws controlling school attendance and a discussion of the employment of minors.

The first division deals with the various phases of attendance including periods of admission to school, residence, children requiring special education, incorrigibles, and tuition problems.

The second division deals with the employment of minors and discusses the various types of employment certificates, the steps necessary in obtaining them, and the provisions of the law that must be carried out by various officials during the period of employment certificates are in force. It also discusses in detail the operation of farm and domestic service permits within the Commonwealth.



### INSTRUCTION

Every Effective Educational Program Must Rest Upon a Solid Financial System



### ADMINISTRATION

### Availability

It is planned to have this bulletin in the hands of all superintendents and principals. Because of the size of the bulletin, it would be financially impossible to place it in the hands of every individual teacher; but an effort is being made to have it available for all principals, home and school visitors and attendance officers throughout the Commonwealth.

## INTERNATIONAL FRIENDSHIP MATERIAL NOW READY

New material emphasizing world friendship among children is available from the Women's International League for Peace and Freedom, National Literature Department, 1924 Chestnut Street, Philadelphia, Pennsylvania.

Of special importance is a packet designed as a friendship project with Mexico, suitable for classroom use for fourth to sixth grades but with special emphasis for fourth grade. The material includes two pictures (8½ x 11") ready for coloring; a song, Birthday; the national dance of Mexico; an illustrated travel pamphlet, and other supplementary material.

A similar packet has been designed on Japan for use in first to third grades. Another packet combines Italy and Greece, and still another Ireland and Switzerland. All of these are for the lower elementary grades. Each one contains a picture in outline for coloring and descriptive material.

A collection of international dolls is also available. Nineteen dolls in sizes from 3" to 18", each one carrying a label telling something of the costume and its local significance. These are packed in a strong wooden box and may be rented from the Women's International League. They are suitable for display or classroom use for grades first to twelve, and may be retained at the school for two weeks.

Price list and other information regarding these materials can be secured from the Women's International League, National Literature Department, 1924 Chestnut Street, Philadelphia, Pennsylvania.

## NEW BIBLIOGRAPHY ON CONSTITUTION

Publication of a bibliography for school use on the Constitution of the United States and its formation, has been completed by the Department of Public Instruction. The bibliography which is in pamphlet form has been prepared by the Commission, in conjunction with the social studies division of the Bureau of Instruction, and is designed especially for school levels from the elementary to the secondary school.

While the celebration of the adoption of the Constitution has passed, it was the feeling of the Commission and the Department of Public Instruction that the continued study of the Constitution and its background should receive attention in the schools. With this in mind, this bibliography of standard and easily secured books has been prepared especially for school use.

## EDUCATIONAL PERIODICALS

### Secondary Education

Among the periodicals dealing with the secondary education aspect of education are the following:

1. CALIFORNIA JOURNAL OF SECONDARY EDUCATION  
Bliss Building  
Santa Monica, Calif.
2. HIGH SCHOOL  
250 East 43rd Street  
New York, N. Y.
3. HIGH SCHOOL JOURNAL  
University of North Carolina  
Chapel Hill, North Carolina
4. HIGH SCHOOL QUARTERLY  
University of Georgia  
Athens, Georgia
5. JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE  
School of Education, New York University  
New York, N. Y.
6. SCHOLASTIC  
250 East 43rd Street  
New York, N. Y.
7. SCHOOL ACTIVITIES  
1013 West Sixth Street  
Topeka, Kansas
8. SCHOOL REVIEW  
University of Chicago  
Chicago, Illinois
9. SECONDARY EDUCATION  
Room 1901, 130 West 42nd Street  
New York, N. Y.
10. UNIVERSITY HIGH SCHOOL JOURNAL  
58th and Grove Streets  
Oakland, Calif.



### School Art and Music

Among the periodicals dealing with the school art and music aspects of education are the following:

1. AMERICAN MAGAZINE OF ART  
Barr Bldg., Farragut Square  
Washington, D. C.
2. EVERYDAY ART  
Sandusky, Ohio
3. MUSIC CLUBS MAGAZINE  
320 Wait Avenue  
Ithaca, N. Y.
4. MUSIC EDUCATORS JOURNAL  
64 East Jackson Boulevard  
Chicago, Illinois
5. SCHOOL ARTS MAGAZINE  
Printers Building  
Worcester, Mass.
6. SCHOOL MUSIC  
Mt. Pleasant, Michigan

## FUNDAMENTALS OF THE NEW PROFESSIONAL SCHOOLS FOR TEACHERS

(Continued from page 6, column 2)

with respect to the type of professional activity accepted in lieu of formal preparation. Such valuable experiences for teachers as travel, research study, authorship of educational, scientific, or literary documents, services in professional societies, and distinctions earned by individual effort will be accepted by professional institutions and the State as evidence of professional growth, and evaluated as such with reference to certification.

In view of the changing demands being made upon the schools, the education of teachers must inevitably be a continuous process. The program of reeducation is even now under careful scrutiny with a view to adapting it to meet these new needs. There is a possibility in the teacher education institutions of tomorrow that education in service will constitute an integral part of the standard professional education program.

The professional school of the future looks toward a higher standard of admission, a more capable body of students, and an instruction program better adapted to modern life. It likewise anticipates a more efficient guidance service for candidates, a closer relationship between the faculty and the field force, and a more intimate relation of prospective teachers with actual problems in teaching.

Other needed innovations that will doubtless be realized in the future are the effective means of keeping the faculty of the teachers colleges in touch with the vital problems faced by graduates, of acquainting public school officials with the spirit and aims of the teachers colleges, and of a more satisfactory adjustment between the agencies responsible for the pre-service and in-service education of members of the profession.

### Ideals Anticipated

The splendid record made by professional institutions of higher learning in the recent past gives strong encouragement to those who anticipate the highest ideals of service of these institutions. Each year we draw closer to the day when teachers are developed so as to render service in accordance with the actual needs of the State; when members of the profession are characterized by strong character backed by a willingness to sacrifice self to accomplish a worthy purpose in life; when they are friendly and democratic in their contacts; possess sound academic and adequate professional preparation; when they enter professional institutions not merely to seek credits and diplomas but to gain an education as a means of greater service, and when their daily acts demonstrate a genuine spirit of loyalty that reveals an altruistic devotion to others rather than a seeking for self.

The graduate of the professional school of tomorrow will be more disposed to serve from genuine motives and high principles of professional ethics. He will be neither a willing conformist to the commonly accepted order of things, nor a radical, desiring change for the mere sake of change. He will be a seeker after truth, capable of creative thinking and working, and yet always ready to cooperate in social living. The new teacher will likewise be educated for a complete and abundant life that will bring him into possession of rich inheritances in the fields of music, art, drama, and other cultural influences.

### Leadership

With reference to the present and future functions of professional schools for the preparation of teachers, too much stress cannot be placed on the necessity for strong leadership. Both the magnitude and crucial importance of the work of these institutions demand an administrator of high character, keen intellectual attainments, varied educational experiences, vital personality, and broad diplomacy. It is the responsibility of the leader in charge of a professional institution to set up objectives, clarify purposes, coordinate the activities, and above all to inspire harmony and cooperation among all who participate with him in this great work.

The leader must be sufficiently dynamic to energize his followers through personal contact and the expression of sincere enthusiasm in a common cause. This type of direction demands a mentor who motivates active participation on the part of his colleagues and students and takes the cue for his action from the common interest expressed by the group as a whole. The leader must be certain that all who receive suggestions stimulate their followers by democratic and not autocratic methods. The dictator commands; the leader appeals to the feelings and understanding of men.

The authoritative type of leadership is not only inappropriate to the philosophy of modern education but ineffective and doomed to frustrate the essential objectives which it seeks to advance. The new leadership based upon true democratic principles engenders a spirit of freedom, cooperation, and harmony. To achieve this type of administration, it is essential to develop a sensitivity to the actual meaning of democracy, and to practice a full faith in human beings and a respect for personality. It involves a cooperative effort which encourages group thinking and quickens social growth by democratic means. While the process may be slower and the specific result less conspicuous, the gains in terms of social and individual development are immeasurable.

This liberal leadership can be developed through widespread experimentation in the field of educational administration. This, too, must evolve from the field itself. Our schools of education in the meantime function as an ever-present laboratory for the testing of practices and theories developing in the classrooms of the Commonwealth.

## ON LIBRARY PUBLICITY

(Continued from page 13, column 1)

### Publicity Should Reach Everyone in the Community

Too often the public library reaches only the most literate classes; often it appeals almost exclusively to its patrons. If interpretation is to reach everyone in the community, it must take recourse to every discoverable agency. Children are of tremendous importance in library development. A good share of the publicity efforts should be directed toward arousing their enthusiasm.

### Publicity Should Use Every Facility at Hand

The librarian should familiarize himself with the most effective publicity work in other communities, adapting what he can to his own resources. He should read regularly the excellent publicity notes in his professional journals. And he should follow the best work reported in journals of allied fields.

## THE PARENT-TEACHER ASSOCIATION IN THE MODERN SCHOOL PROGRAM

LESTER K. ADE

*Superintendent of Public Instruction*

The Parent-Teacher Association, like the public school itself, is an outgrowth of our democracy and occupies a strategic position to participate on a wide scale in the expanding program of modern education. Education is constantly enlarging its frontiers. In this widespread development education seeks the co-operation and support of every social agency. The Parent-Teacher Association because of its close relation with the problems of education and its comprehensive program is not only an influential auxiliary to public education, but a force which extends the influence of education over an ever-widening area of service.

### Modern Objectives of the P.-T. A.

The Parent-Teacher Association is largely in accord with modern trends in public education, and its strength and support on constructive educational issues are keenly felt in the local communities of the State. Paramount in Parent-Teacher philosophy is the welfare of children. Almost every phase of their sweeping program aims directly at this fundamental objective.

To this vital end the Parent-Teacher Association promotes cooperative, wholesome home-school relationships. It stimulates intelligent cooperation between pupils and teachers and between teachers and parents, and establishes mutual respect and confidence among all who are concerned with education. It seeks first to know the standards and the needs of public education, and then to interest the entire community in these matters. An informed public opinion about the work of the school is a sound basis for intelligent cooperation.

### Major Projects of the P.-T. A.

The Parent-Teacher Association regularly sponsors numerous major projects in the interest of improving educational service. Child welfare is the chief motive of Parent-Teacher endeavor. Several projects of the association aim directly at this paramount function. Direct relief for underprivileged children, school feeding, open-air camps, attention to the dental, auditory, and visual needs of children are typical projects relating to child welfare. The annual summer round-up, the support of preventoriums, special clinics, and medical inspection are other projects which directly promote the welfare of children and youth under Parent-Teacher sponsorship. The association is likewise instrumental in providing school nurse service for pupils in the public schools.

Emphasis is likewise placed on such projects as the education of adults. Foreign-born parents are made to feel the importance of their social inheritance in American life. Immigrants are appreciated in accordance with their heritage, talents, and desires to participate in community life. Naturalization, and the dissipation of illiteracy through night schools, part-time schools, and adult education also constitute a part of the work of the Parent-Teacher Association. Parents, themselves, are aided materially with respect to understanding the character and natural habits of children through the light of research and psychological reports.

A well-organized, wisely directed Parent-Teacher Association is a valuable agency in any community in the accomplishment of these high purposes. These associations can provide a program of parent education, parent participation, and a close coordination of the educational activities in the home, in the school, and in the community.

## THE TECHNICAL INSTITUTE IN CONTEMPORARY EDUCATION

(Continued from page 1, column 1)

### Scandinavian Folk Schools

For illustration, the Scandinavian folk school has much to offer in this area. The folk high-schools of Denmark are not the product of a scientific doctrine of education. Their aim and methods are in every way determined by the life of the common people from whom they originated and whom they are intended to serve. A modern feature of this type of high-school instruction is the increasing emphasis upon sociology and the historical development of society. Teachers who are alive to social developments endeavor to arouse an interest in the social and other problems which nowadays agitate humanity.

### More Technical Education a Present Need

A need exists in our secondary education scheme for a large number of technical schools giving more intensive and practical preparation than is now provided by the engineering colleges. Industries, trade, and technical service could annually absorb thousands of such men and women to good advantage. Preparation equivalent to two school years appears to meet the largest group of individual and industrial needs. Actual analysis of industrial usage should be the basis for the curriculum and teaching processes. In the light of experience both in America and Europe, these schools should have their own distinctive character and direction in order to achieve permanent success. The name "technical institute" is proposed as the most suitable and conclusive term for these schools.

### Two Types of Curriculum

The technical institute recognizes two types of curriculum: Technological curriculum related to specific branches of industry such as textiles, printing, engraving, and the like, and a functional curriculum preparing for particular types of activity such as quantity surveyor, textile designer, and power plant manager. The technical institute curriculums should parallel the chief occupations of the State. Our own Commonwealth could justify one school in each of fourteen cities over 50,000 and other schools properly located to serve industries more widely distributed.

### Other Special Courses

A still higher order of specialization is represented in the work of the quantity surveyor whose function is to take off from building plans complete schedules of the quantities of materials from which bidders may estimate their costs. Other types of industry demanding specially prepared workers are ceramics, machine production, instrument making, coal mining, leather industries, and industrial arts and design. One example in Pennsylvania of education supervisory officials is the Schoolship "Annapolis," maintained by State funds to prepare officers in the merchant marine.

### Demand for Technically Prepared Men and Women

American industry in practically all of its branches is understaffed with men of scientific and technical education. With the rapid shift toward higher standardization and automatic processes, the total man-power requirements tend to diminish, but there is a striking rise in the proportion of staff experts and of highly educated technicians and supervisors. Meanwhile, boys of superior ability are remaining longer in school—seven times as high a proportion attend secondary school as attended thirty years ago—and restricted immigration has greatly cut down the influx of technically prepared men from abroad. Industry must, therefore,

look increasingly to technical schools rather than to its rank and file for its technical and supervisory personnel.

### Need 25,000 Graduates a Year

Taken as a whole the potential demand for recruits for production, operation, and maintenance staffs in the United States is perhaps only one-fiftieth supplied. An output of from 25,000 to 30,000 graduates a year from technical institutes could be absorbed to great advantage, according to estimates of the National Industrial Conference Board. Technical education needs to be made widely available locally. There will be no warrant to establish a college of engineering in every industrial center, whereas a technical institute might thrive in most cities of over 50,000 population.

### Cooperative Plan Successful

The cooperative plan based on alternating periods of school work and industrial work seems particularly well adapted to the aims and the levels of age and work of the technical institutes. The plan has marked advantages in the education of supervisors of production, operation, and maintenance—men who begin in overalls and rise by a ladder which passes through foremanship to superintendence and ultimately to management.

### Business Institute

The technical institute, as here conceived, also comprises technical preparation in business, such as accounting, private secretaryship, store management and control, insurance and real estate salesmanship, and the like. These practical fields merit the same consideration as those just treated—especially in view of the fact that buying and selling is carried on today on such a wide and efficient scale.

### Conclusion

Finally, the junior college if developed along the most desirable lines can go far toward solving three crucial contemporary problems: the general need for extension education, the substitution of a regular public school program for such emergency educational projects as CCC, WPA, and NYA, and the provision of adequate and much needed educational opportunities for thousands of older youth now out of school.

## Entire Staff of a School System Should Take Part in the Formulation of the Educational Program

In all that is proposed with respect to the administration of schools, there is an implicit acknowledgment of the contribution to be made by the educational profession. To indicate the place of leadership in all good administration is not to deny the large part to be played in the development of policy by all professional workers. Our schools are organized for the sake of educating children, young people, and adults for participation in our democratic society. Any significant realization of this purpose will require independent thinking, a large degree of cooperative endeavor, and broad sympathy and understanding on the part of all who are enrolled in educational institutions. Certainly we may not expect these virtues to abound among those who are taught unless they are found also in the experience of teachers. And surely in no area may teachers more certainly exercise independence of thought, cooperation in action, and social understanding than in their daily professional work. It is sound procedure to provide for the active participation of teachers in the development of administrative policy.

## EDUCATIONAL GAINS CONSOLIDATED FOR GENERAL WELFARE

(Continued from page 1, column 2)

monwealth have been made, to the end that those who are not able to profit adequately from the usual program of public education be accorded the type of education which really will best suit their needs.

### 3. Welfare of Patrons

With a definite view to the welfare of the taxpayer and the general public, the General Assembly has set up more business-like procedure which must be complied with by those who administer the affairs of public education. To the end that reports may be more promptly made, and in order that all the essential provisions of the School Laws may be complied with, the Superintendent of Public Instruction has been clothed with authority to withhold appropriations as a penalty to compel public officials to discharge more speedily the responsibilities which they should exercise. Authority has been granted school auditors to employ attorneys when it seems advisable in order to insure proper protection of the funds at the disposal of the school districts. Likewise, in order that the patrons and taxpayers may have better opportunity to scrutinize and to register complaint where there is alleged misuse of the district's funds, the period of time within which an appeal may be taken from the auditor's report has been reduced.

### 4. Pupils, the Ultimate Beneficiaries

It should seem apparent from these different enactments that there has been one paramount idea throughout the whole program. That one specific aim and objective has been Welfare—welfare primarily of the pupils for whom the schools have been established and for whom they are being maintained.

In the last analysis, all the legislation enacted with reference to teachers is legislation of the type whose benefits redound primarily to the pupils. Through preparation and reasonable security, our teachers are able to provide a type of instruction which will make school life a matter not only of increased interest and joy, but also of the greatest genuine profit to future citizens.

Likewise, the safe-guarding of the district's funds and the requirement that a better and more businesslike method of handling the district affairs shall prevail, are definitely in the direction of safe-guarding and guaranteeing to the pupils of the district the benefits to which they are entitled by law.



They Weave the Patterns to Suit Their Tastes

## THE NEED OF A NEW BASIS FOR THE DISTRIBUTION OF STATE SCHOOL SUBSIDIES

(Continued from page 5, column 1)

### Percentage of True Valuation Is Indefinite

The percentage that the assessed valuation is of the true valuation, likewise, be distorted so as to work injustice in deriving fair and adequate support of public education. The percentage of assessment is reported by the school board secretary pretty largely at his own discretion. Obviously, as the percentage of assessment increases, the true valuation per teacher decreases. This formula constitutes a temptation for school secretaries to report an abnormally high percentage of assessments in order to gain unfair financial advantage of State appropriations. These factors, therefore, tend to defeat the purpose of equalization of educational opportunity.

A few conclusive suggestions for the improvement of these conditions are as follows:

- i. Change the basis of distribution of appropriations:  
By adopting an equalization plan;  
By amending the present law.
- ii. Determine the number of teachers on which the State will make appropriations on the basis of the number of pupils.
- iii. Revamp the system of assessments, for the basis for determining true value of property is essential to any successful plan.

These facts disclose unmistakably the vital need for a revision, if not a reconstruction, of our system appropriating moneys in support of the educational program for the communities of the Commonwealth. It would seem to be a reasonable principle that districts should be reimbursed for their educational program in accordance with their ability to finance their schools from local resources. This principle is imperative because it gives assurance of greater equality in educational opportunities for the children and youth of the State.

### Number of Teachers Unrestricted

There are other features of the present system of State appropriation for schools that need some revisions. For example, there is no limit to the number of teachers which may be employed, and for which the State will reimburse the district on account of salaries. Accordingly, the more able districts may employ relatively more teachers, thereby lowering the index of property valuation per teacher and raising the rate of reimbursement. In this way the more able districts secure an even greater advantage through the State appropriation than they are already enjoying, as compared with the least able districts.



Manipulating Puppets in the "Magic Basket" Play

## EDUCATIONAL PROGRAM ADAPTED TO NEEDS OF YOUTH SOUGHT THROUGH REORGANIZATION OF DISTRICTS

(Continued from page 4, column 1)

health, and physical education and which offers its pupils the following choices:

### General Education College Preparatory Education Homemaking Education Business Education Agricultural Education Industrial Education

Every junior-senior high school (grades VII-XII) should combine the educational programs heretofore stated for junior and for senior high schools.

All other types of school organization should be considered variations of the above types and any extension of their programs should be in the direction of the comprehensive program.

### A Minimum-Size School Unit

A minimum school enrolment is essential to maintain the educational program on an economic, efficient, and effective basis. The following criteria should govern the establishment of new schools and the development of existing schools:

1. Establishment of a new school, or the extension of an existing school of any size, will be approved on the basis of its justification in an approved secondary school attendance area.
2. A six-year junior-senior high school should have a minimum enrolment of approximately 350 pupils for efficient organization and for economy in building cost and utility.
3. A separately organized junior high school (grades VII-IX) should have a minimum enrolment of approximately 450.
4. A separately organized senior high school (grades X-XII) should have a minimum enrolment of approximately 450.
5. A four-year high school (grades IX-XII) should have a minimum enrolment of approximately 250 pupils.

These recommendations should be followed except under unusual circumstances, due to such factors as extremely sparse population, rugged topography, or other adverse physical conditions.

### A Responsibility of the County Board

Under the provisions of Act 157, General Assembly, May 13, 1937, the county board of school directors, under the supervision of the county superintendent, is required to submit the first draft of a plan for the establishment of attendance areas before January 1, 1939. For this purpose, it will be necessary to assemble data concerning existing buildings, school enrolment, population, roads, geographical advantages and limitations, and other information essential to the organization and reorganization of secondary schools and secondary school attendance areas.



Many Nationalities Join in a Community Celebration

## HALF MILLION PUPILS IN PENNSYLVANIA PRACTICE THRIFT IN SCHOOL SAVINGS ACCOUNTS

(Continued from page 1, column 3)

ing member of society. He is encouraged to earn his own money in his leisure time, thus lessening the temptation for petty begging from parents.

As the pupil grows older, simple fundamentals of good business may be taught in connection with thrift. During the years the child begins to form opinions and establish mental attitudes and thought habits. With a continuation of the thrift habit, he forms sound economic reasoning power. He begins to see the importance of buying wisely in order to enlarge his savings. He begins to appreciate more fully the fact that "A penny saved is a penny earned."

Modern educators are interested in the thrift activity and make every effort to encourage thrift practices where possible in order to develop an appreciation of the value of time, talents, health, and money, and of the proper use of public and private property.

### Thrift and the Business of Living

The art of saving and spending will be with us despite any economic changes in the future. As a matter of fact, because of the increasing complexity of our economic life and because of the swift pace of economic and social changes there will be more need of learning the art of thrift. Thrift should be presented practically as a concept which meets us at every step of the way and is a problem demanding solution in almost all economic situations in which the individual finds himself. Little or no effort is being made today to present it as a way of life, a technique for the organization, direction, and improvement of human life.

## SCHOOL BUILDING NEEDS OF THE NATION

(Continued from page 5, column 3)

4. The schools must also provide opportunities for adults for reeducation in new lines of work made necessary by industrial changes and for recreation during leisure time. The modern well-planned secondary school is adapted for use by adults, but more buildings of this type are needed.

5. School plant surveys are essential for adequate school plant programs. The lack of data available as to school building requirements for places under 10,000 population indicates that state departments of education are justified in their conviction of the need of school building divisions with adequate staffs and funds for making comprehensive and continuing surveys of school building needs. Modern school buildings are needed. They should be constructed only where needed. Such need cannot be determined except on the basis of comprehensive long-range surveys which take into consideration population trends, economic and social trends, and the educational program needed for the children, youth, and adults of a given community.

\* By Alice Barrows, Adviser on School Building Problems, United States Office of Education, Washington, D. C.

## SECONDARY EDUCATION

(Continued from page 8, column 1)

such time as the program is extended beyond the usual eighteen years.

### Teacher Tenure

The Teacher Tenure Act will have the same effect on teaching in secondary schools as in elementary schools, except where the necessity arises for reorganization of faculty, due to changes in curricular offerings. Unless some of our teachers can discontinue their present types of instruction and prepare themselves for more recent curriculum offerings, it may be necessary to discontinue the services of some on account of decreased enrollment in their classes or the entire discontinuance of such classes.

### Special Education Classes

Should the necessity arise for placing special classes on the secondary level in the hands of some teacher for a considerable part of the day, such teacher will have to be certificated in some way to handle such classes. It is now the opinion of an increasing number of people that the specialization of subject matter and other materials of instruction is not the most vital curriculum need of a great many pupils who will attend the secondary school.

### Evaluating Secondary Schools

House Bill 1126, introduced in the last General Assembly made specific provisions for the evaluating of secondary schools. This bill aroused considerable opposition. It was lost in committee. It is believed that the Department of Public Instruction has sufficient power under existing laws to make any necessary regulations for the development of a program of evaluation of public secondary schools.

### Mandatory Subjects

There is considerable danger that special interest groups may attempt to write into the law at the next Session of the General Assembly their own desires in the form of subjects whose instruction is mandatory. Groups representing conservation, local history, sex education, and other interests are becoming increasingly insistent in this respect. Current educational philosophy and our present approved methods of instruction place less, rather than more confidence in specific subjects to be taught. The program of studies should not be written into the law.

### Additional Legislation Needed

#### A Justifiable Unit

Legislation should look forward to a justifiable secondary school unit, both for the purposes of a good educational program and for necessary cost economy.

#### Payment of Tuition

Legislation should provide some means of enabling districts which receive tuition pupils to write off part of the capital cost at the expense of the non-resident district.

#### Buildings

Both the policy of the Department and legislation in matters affecting secondary school buildings should keep in mind the marked decline in elementary enrollment.

#### Certification of General Teachers

Either legislation, or more preferably the regulations of the State Council, should provide for the certification of general teachers on the secondary level.

#### Evaluating Secondary Schools

The Department of Public Instruction should make full use of present legal provisions for improving the quality of secondary schools, by the development of a means of evaluation and self-evaluation of all schools.

#### Avoid Mandating a Program of Studies

The writing of a program of studies into the law should be studiously avoided.

## PENNSYLVANIA ARTISTS

(Continued from page 8, column 3)

Distinguished illustrators are Jessie Wilcox Smith and Elizabeth Shippen Green Elliott.

So many painters and sculptors of importance are at work today that it would be difficult to pay tribute to the most outstanding. They are maintaining traditions and making history as far as Pennsylvania art is concerned. D'Ascenzo in stained glass and Yellin in wrought iron are leaders in maintaining Pennsylvania's distinction as master craftsmen.

### Schools of Art

Pennsylvania also has the distinction of having the first and oldest art school and art museum in America—The Pennsylvania Academy of Fine Arts—Philadelphia. Philadelphia also has the School of Industrial Art and the School of Design for Women, the first schools of their kind in America. The Centennial Exhibition, Philadelphia, 1876, is admitted to have given the greatest stimulus to art and art education and industrial preparation in America.

Pennsylvania also takes pride in the great examples of mural painting, sculpture, and decorations in our State Capitol and Education Building. But every Pennsylvanian should know these masterpieces and their creators, such as Abbey, Barnard, Van Ingen, Violet Oakley, and others.

### In the Public Schools

By act of the General Assembly of 1921, art was made a required subject in every elementary, public, and private school maintained in this Commonwealth. The State program for art education has attracted widespread attention because of its purposeful aims. Art has been brought from the clouds to earth in the spirit of service to meet the needs of our social and industrial life today.

Every community, urban and rural, is filled with challenges to achieve the good life. The physical health and safety of our citizens can be still further increased through cooperative planning and action. The beauty of our homes, streets, parks and playgrounds, countryside, and public places can be enhanced immeasurably. The recreational and leisure-time facilities for childhood and adulthood need to be expanded in every population center. The cultural life needs to be deepened through community participation in music, art, pageantry, and similar spiritual and esthetic endeavors. The quantity and quality of the agricultural and industrial goods and services with which we satisfy our needs for daily living can be multiplied to provide a standard of living far beyond the present level. In general, the community tasks awaiting the positive and vigorous attack of the hosts of eager American children and youth present a thrilling adventure in social betterment.—Paul R. Hanna in 1935 Yearbook, Department of Elementary School Principals, p. 544.

In the proper operation of salary schedules lies the possibility of obtaining better and superior teaching in the public schools. To gain this high objective however, the schools must have forceful and intelligent leadership. In short, superior teaching is predicated upon superior leadership. The Committee, therefore, places great stress upon having strong outstanding principals. Thus, it recommends such salary changes for principals as will attract and hold the highest types of persons, with outstanding educational and teaching leadership.

—Pittsburgh Citizens' Committee on Teachers' Salaries.

## On Art and Art Education

### Beauty Touches Almost Every Aspect of American Life

Art is not an exotic thing, a refuge for queer souls who have failed to make adequate adjustment to reality, though it sometimes seems to take that form. The graphic and plastic arts are an example of the normal man's desire for, and satisfaction in the use of form and color in suitable proportion and rhythm to express his super emotions.

### Art in Commonplace Articles

It is only necessary to observe any of the articles commonly made and sold today to realize how the small amount of education the American people have had in art in the past fifty years has found its way into beautiful houses, automobiles, furniture, clothing, and even the smaller articles of utility sold in the ten-cent store. Seldom is an ugly object of any kind now offered for sale in America. In fact, much of the beauty and gaiety of life today is tied up with the art objects, from flowers to skyscrapers, amidst which we live.

### Beauty Combined with Utility

The need of and demand for beauty in daily life is such that half the commerce, half the productive labor, half the employment for wages of the world would cease overnight were beauty wholly sacrificed to utility in the common articles we use in our daily lives. Art, then, is second only to science as the basis for our modern, social, and economic life.

### Spiritual Fortification

We have learned that to surround ourselves with the beauties of nature and of art means to insulate ourselves in some measure against the spiritual infections which lead to mental and emotional ill health. We have learned that some of the deepest wounds in the spirit of man may be healed by beauty. If we are to prepare boys and girls to take their place in the modern world, we must double and even treble the amount of time given to the arts and crafts in the public schools.

### Final Function of Art

The function of art is to make persons useful and happy—to give gaiety of spirit to the stolid and drab, to strengthen the sensitive individual for the burdens he has to bear, and to make all of them generous contributors to the welfare of others.

—WILLIAM L. CONNOR  
Superintendent of Allentown Schools

The school principal is a mighty force. To the child he is a friend and protector. To the teacher he is a guide and adviser. To the parent he is a counselor and neighbor. To the school superintendent he is a trusted officer. To the community he is a leader and interpreter. To the teaching profession he is a pioneer and builder. To democracy he is a loyal and active citizen. The principal of the school is the torchbearer of the twentieth century. He takes the long view. He paves the way for the finer life of tomorrow. In times of confusion he holds to the abiding values and keeps the faith. By his example he inspires confidence in intelligence as a way of life. He is the champion of the teacher, the child, and the school. He holds the key position for educational progress.



**RHYTHM IS A NATURAL JOY**

## 1939 IS OURS

LESTER K. ADE  
Superintendent of Public Instruction

### A NEW TRUST

The Wheel of Fortune again puts into our hands a new trust—365 new days, 8,760 new hours, 525,600 new minutes, each charged with potential opportunities for ourselves and others. It is an inexorable law of compensation that each opportunity implies an equivalent responsibility. The greater the opportunities the greater is the number and seriousness of these responsibilities. How aptly this law applies to the vital work of educating the children and youth of a great Commonwealth!

### FUTURE EVOLVES FROM THE PAST

Every new year opens new doors, each more stately and promising than those of the past. We wisely cling to the forces that have assisted us in the past and add the impetus of new forces bequeathed by the New Year. On the tested experiences of the past we build a better and brighter future. New associations and new habits of personal character enable us to live and serve more intensely, more courageously, and more enthusiastically, year by year. With every passing year in the history of humanity, new forces evolve which may be converted into the improvement of contemporary life. Ideas germinate thought; thinking gives rise to action, individual and concerted action engenders confidence resulting in the advancement of our civilization. This is the consummation of human effort and measures the destiny of mankind.

### FULL MEASURE OF OPTIMISM

We who enjoy the privilege of directing the educational growth of children and youth may wisely carry into the New Year a full measure of optimism, resolution, and the spirit of sympathetic service. We need to hold firm our faith in the future citizens; to reinspire those whose dreams have been dimmed, and to have confidence in those who lack confidence in themselves.

### HERE AND NOW

We face the rising sun of the New Year in the full conviction that potential progress lies in unselfish devotion to the duties of our high calling, to eternal principles, and to the inevitable triumph of Truth. All achievement, whether in the present or future, results from action here and now. The strongest implication to those who would serve education and society best has been expressed in the philosophy:

Nothing is there to come, and nothing past,  
But an eternal Now doth ever last.